

Music Curriculum Overview 2025 - 2026

Our children will have opportunities to access all genres and styles of music in a variety of ways, to promote a love of music in our 3D curriculum. Whilst developing children's confidence in their musical abilities that will equip them with music skills and vocabulary. Each year the children will have a chance to learn and practice musical styles, compose and perform their own music and learn a musical instrument. We follow Charanga units through our own scheme where we have selected units to match our aims.

Year group		Autumn	Spring	Summer
Cycle B	EYFS	<p>Me!</p>  <p>Musical learning focus</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place 	<p>Boomwhackers</p>  <p>Musical learning focus</p> <ul style="list-style-type: none"> • play and sing a range of pieces from memory and from simple notation • be able to play up to two notes • sit or stand with the correct posture • listen to themselves and others, and make improvements • copy back and improvise simple phrases • have a basic understanding of, and able to apply pulse and beat • create and perform their own rhythmic patterns 	<p>Rhythm Adventure</p>  <p>Musical learning focus</p> <ul style="list-style-type: none"> • To sing traditional songs with clear rhythm and steady pulse <ul style="list-style-type: none"> • To explore how words and syllables create different rhythmic patterns • To compose and perform simple repeated rhythms (ostinatos) using chosen words • To develop listening and responding skills through singing and movement • To use imagination and creativity to bring songs to life through actions and art

KS1 (Year 1 & 2)

Glockenspiel Music World Course



Musical learning focus

- play and sing a range of pieces from memory and from simple notation
- be able to play up to three notes with a good sound
- sit or stand with the correct posture
- listen to themselves and others, and make improvements
- copy back and improvise simple phrases
- have a basic understanding of, and able to apply, the building blocks of music - pulse/beat, rhythm, pitch, tempo and dynamics
- create and perform their own rhythmic patterns
- compose, notate and perform short melodies
- recognise a range of orchestral instruments
- have grown in confidence

I wanna play in a band



Musical learning focus

- Listening and responding to different styles of music
 - Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with their classmates and follow action songs
 - copy back and improvise simple phrases
 - have a basic understanding of, and able to apply, the building blocks of music - pulse/beat, rhythm, pitch, tempo and dynamics
- Share and perform the learning that has taken place
- listen to themselves and others, and make improvements

The Power of Communication



Musical learning focus

- Use voices expressively and creatively by singing songs and speaking chants and rhymes
- Sing short phrases independently, developing confidence and control
- Communicate meaning through vocal tone, dynamics, and sign language
 - Begin to explore their voice as an instrument
- Explore and create musical phrases using voice and movement
- Perform musically as a class and in pairs

Lower KS2 (Year 3 & 4)

Mamma Mia



Musical learning focus

- Listening and responding to different styles of music
 - Embedding foundations of the interrelated dimensions of music

Glockenspiel Stage 2



Musical learning focus

- Sing and play a variety of pieces from memory and using simple notation
- Use and understand staff and other musical notations

Sound Exploration



Musical learning focus

- Sing and perform songs with increasing accuracy, control, and expression
- Listen with attention to detail and respond to orchestral music

- Learning to sing or sing along with songs from a theatre production
- Improvising and composing their own versions of well-known songs
- Share and perform the learning that has taken place

- Listen carefully to themselves and others, and suggest ways to improve
- Improvise and compose music for a range of purposes
- Understand and use the key elements of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure
- Compose short melodies, write them down using simple notation, and perform them
- Recognise and name a range of orchestral instruments
- Grow in confidence when performing and creating music

- Improvise and compose soundscapes using the inter-related dimensions of music (pitch, dynamics, tempo, timbre, texture, structure)
- Use and understand simple notation and symbols to record musical ideas
- Develop ensemble skills through group performance and creative collaboration

Upper KS2
(Year 5 & 6)

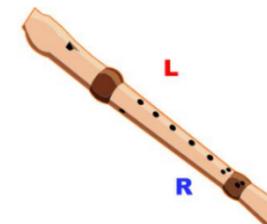
You've Got a Friend



Musical learning focus

- Listening and responding to different styles of music
- Continuing to build upon knowledge of pulse, rhythm and pitch
 - Learning to sing in unison
- Improvising and composing a simple melody using notes E, G + A or E, G, A, C + D.
- Share and perform the learning that has taken place

Recorder Flexible Pathway



Musical learning focus

- Play and perform short pieces using up to 5-8 notes (e.g. B, A, G, E, D, C) with clear tone, accurate pitch, and steady pulse
- Read and interpret simple staff notation including crotchets, quavers, minims, and rests
 - Use correct posture and hand position to support good technique and sound production
- Listen and respond to others in group playing, maintaining ensemble awareness

Musical Sketches



Musical learning focus

- Improvise and compose 8 bars of music with melodic and rhythmic interest.
- Use and understand staff and other musical notations to record and share musical ideas
- Experiment with chords and musical snippets to form longer compositions
- Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control, and expression
- Listen with attention to detail and recall sounds with increasing aural memory

			<ul style="list-style-type: none">• Improvise and compose short melodic phrases using known notes and rhythms<ul style="list-style-type: none">• Apply musical elements such as dynamics, tempo, and articulation to enhance expression• Perform with confidence in small groups or whole-class settings<ul style="list-style-type: none">• Reflect and improve by listening to recordings or peer feedback• Explore musical styles and pieces from different cultures and times	<ul style="list-style-type: none">• Develop musical ideas using structure, dynamics, and harmony
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