



## Music Curriculum Overview (LTP)

**EYFS Expressive Arts and Design** – Pupils should be taught to:

- **34A** – Listen with increased attention to sounds
- **34B** – Respond to what they have heard, expressing their thoughts and feelings
- **34C** – Remember and sing entire songs
- **34D** – Sing the pitch of a tone sung by another person ('pitch match')
- **34E** – Sing the melodic shape (moving melody, such as up and down, down and up) or familiar songs
- **34F** – Create their own songs or improvise a song around one they know
- **34G** – Play instruments with increasing control to express their feelings and ideas
- **RA** – Listen attentively, move to and talk about music, expressing their feelings and responses.
- **RB** – Watch and talk about dance and performance art, expressing their feelings and responses.
- **RC** – Sing in a group or on their own, increasingly matching the pitch and following the melody.
- **RD** – Explore and engage in music making and dance, performing solo or in groups.

Links are also made to other areas of learning.

EYFS	Autumn		Spring		Summer	
Nursery	Nursery rhymes Using songs to develop routines. Exploring music through continuous provision.  <b>34A, 34C, 34D, 34E</b>	Celebration Music Listen to celebration songs. Use instruments to accompany singing. Learning and performing Nativity songs which includes singing, instrumental parts, movement and dance. - Learning and singing Christmas songs.  <b>34A, 34C, 34D, 34E</b>	Music and Movement Make movements and sounds using tempo of different weather sounds. To imitate and create movements in response to music. Explore dynamics and pitch.  <b>34A, 34B, 34C, 34D, 34E, 34F</b>	Nursery rhymes, actions and songs. To familiarise and learn well known traditional rhymes. - Making different sounds with our bodies (body percussion) and exploring using our bodies to make sounds. - Making patterns with body percussion- e.g. stamp, clamp, stamp, clap. - Learning about dynamics- making sounds quieter (soft) and louder.  <b>34A, 34B, 34C, 34D, 34E, 34F</b>	Musical Stories ~ Explore different musical instruments- how do we make sound with them? Tapping, shaking, blowing, strumming. Children to make own musical instruments- e.g. shakers. Using the musical instruments to play along to a musical story.  <b>34A, 34B, 34C, 34D, 34E, 34F</b>	Experimenting with Instruments Explore how sounds can be changed using instruments. Experiment with different ways of playing instruments to express their feelings and ideas.  <b>34A, 34B, 34C, 34D, 34E, 34F</b>
	Reception	Exploring sound.  <b>RA, RB, RC, RD</b>	Celebration music. Learning about the music from a range of cultural and religious celebrations including- Diwali music, Hanukah music, Kwanzaa music, Christmas music. - Learning Christmas songs. - Performing a Christmas play.  <b>RA, RB, RC, RD</b>	Musical stories. Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters. Musical story.  <b>RA, RB, RC, RD</b>	Music and movement. Creating simple actions to well known songs, learning how to move to a beat and expressing feeling and emotions through movement to music.  <b>RA, RB, RC, RD</b>	Big Band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.  <b>RA, RB, RC, RD</b>

**Key Stage 1** – Pupils should be taught to:

- **1-M1:** use their voices expressively and creatively by singing songs and speaking chants and rhymes
- **1-M2:** play tuned and untuned instruments musically
- **1-M3:** listen with concentration and understanding to a range of high-quality live and recorded music
- **1-M4:** experiment with, create, select and combine sounds using the inter-related dimensions of music.

Skills are progressive throughout the unit of work.

Links to wider curriculum (where appropriate)

KS1	Autumn		Spring		Summer	
Year 1	Keeping the Pulse: My Favourite Things PSHE: All About Me, Friends, Feelings	Tempo: Snail and Mouse English: Traditional Tales	Dynamics: Seaside	Sound Patterns: Fairy Tales	Pitch: Superheroes	Musical Symbols: Under the Sea
	Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences. 1-M1, 1-M2, 1-M3, 1-M4	Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story, 1-M1, 1-M2, 1-M3, 1-M4	Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds. 1-M1, 1-M2, 1-M3, 1-M4	Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement. 1-M1, 1-M2, 1-M3, 1-M4	Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero. 1-M1, 1-M2, 1-M3, 1-M4	Children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world. 1-M2, 1-M3, 1-M4
Year 2	Call and Response: Animals	Instruments: Musical Story Telling	Singing: On this Island Geography: The UK, Countries and Capital Cities	Contrasting Dynamics: Space	Structure: Myths and Legends	Pitch: Musical Me
	Children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world. 1-M2, 1-M3, 1-M4	Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk. 1-M1, 1-M2, 1-M3, 1-M4	Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets. 1-M1, 1-M2, 1-M3, 1-M4	Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments. 1-M1, 1-M2, 1-M3, 1-M4	Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices. 1-M2, 1-M3, 1-M4	Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation. 1-M2, 1-M3, 1-M4

**Key Stage 2-** Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- **2-M1:** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- **2-M2:** improvise and compose music for a range of purposes using the inter-related dimensions of music
- **2-M3:** listen with attention to detail and recall sounds with increasing aural memory
- **2-M4:** use and understand staff and other musical notations
- **2-M5:** appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- **2-M6:** develop an understanding of the history of music.

KS2	Autumn		Spring		Summer	
Year 3	Ballads	Jazz PE: Dance	Pentatonic Melodies and Composition: Chinese New Year Chinese New Year	Creating Compositions in Response to an Animation (Mountains) Geography: Europe	Haiku, Music and Performance: Hanami English: Haiku	Traditional Instruments and Improvisation: Around the World: India
	Learning what ballads are, how to identify their features and how to convey different emotions when performing.. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad. 2-M1, 2-M2, 2-M3, 2-M5	Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion. 2-M1, 2-M2, 2-M3, 2-M4, 2-M5, 2-M6	Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece. 2-M1, 2-M2, 2-M3, 2-M4, 2-M5	Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation. 2-M1, 2-M2, 2-M3, 2-M5, 2-M6	Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance. 2-M1, 2-M2, 2-M3, 2-M5	Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing 2-M1, 2-M2, 2-M3, 2-M4, 2-M5, 2-M6
Year 4	Developing Singing Techniques and Keeping in Time: The Vikings History: The Vikings	Rock and Roll PE: Dance	Changes in Pitch, Dynamics and Tempo: Rivers Geography: Rivers	Adapting and Transporting Motifs: Romans	Body and Tuned Percussion: Rainforests History: South America/ Rainforests	Samba and Carnival Sounds and Instruments: South America History: South America/ Rainforests
	Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. 2-M1, 2-M2, 2-M3, 2-M4, 2-M5	Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece. 2-M1, 2-M2, 2-M3, 2-M4, 2-M5, 2-M6	Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. 2-M1, 2-M2, 2-M3, 2-M4, 2-M5	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers. 2-M1, 2-M2, 2-M3, 2-M4, 2-M5	Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer. 2-M1, 2-M2, 2-M3, 2-M5	Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. 2-M1, 2-M2, 2-M3, 2-M5, 2-M6