

Music curriculum overview

Nursery	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Autumn	Light and Dark	Transport	Growing	Minibeasts	The Seaside
Learning outline	Children are encouraged to listen carefully to the sounds of autumn before recreating them using untuned percussion instruments. They learn to sing autumn-themed songs to well-known tunes and practise playing instruments along to the pulse. They spend some time listening to 'Autumn' by Antonio Vivaldi, identifying instruments and responding to what they hear with movement and mark making. The unit ends with an autumnal performance for parents and carers	Children begin to explore dynamics, first by responding physically to contrasts of loud and soft. They then explore how to use their voices in different ways before combining vocal sounds and body percussion to represent a fireworks display. Children also develop their control when playing instruments, learning how to play loudly and softly. The unit concludes with an exploration of the traditional music and dance associated with Diwali celebrations.	Children learn about tempo through the context of transport. They listen to music with contrasting tempi and respond with physical movements. They continue to work on their control when playing instruments, learning to play 'fast' and 'slow'. They learn to follow signals from a conductor, knowing when to play and when to stop. The children learn a range of transport-themed rhymes and songs and explore simple beat charts and graphic scores. The unit ends with the children adding musical sound effects to the Twinkl Originals Story 'It's a Marmalade Jam!'	Children use their voices to explore different pitches by representing different characters and create graphic scores (pitch paths). They explore pitch physically by listening carefully to sounds of different pitches and moving in response - 'growing' like plants. Children identify high-pitched and low pitched environmental sounds and musical instruments and explore how the pitch changes on tuned percussion instruments. They add sound effects to the story of 'Jack and the Beanstalk', using their voices, body percussion and musical instruments.	Children review their understanding of pulse and then learn how it is different to rhythm by tapping/playing along to the rhythm of different words. They will learn that whereas the pulse stays steady, rhythms are made of short and long sounds. They learn how short and long sounds can be represented through simple stick notation and experiment with composing their own rhythms, representing them with notation and then reading and performing from their own score	Children listen to pieces of music that are inspired by the sea and think about how the music represents the sea. They listen attentively and begin to identify the musical instruments that they can hear. They explore how to play classroom percussion instruments in different ways to create different effects and compose verses for a class song about visiting the seaside. They work in small groups to compose a 'seaside symphony', choosing instruments to represent different sounds of the seaside. The children have the opportunity to try out different roles in their group, including musicians, a conductor.
Learning objectives	<p>Listen attentively to sounds. Listen to recorded performances and live music making. Respond to pieces of music through:</p> <ul style="list-style-type: none"> - expressing thoughts and feelings; - movement; - mark making and drawing. <p>Recognise and respond to a steady beat by clapping or tapping along. Sing the melodic shape of familiar songs. Remember and sing entire songs. Use sounds to express experiences, ideas and feelings. Know how to play instruments properly to produce a musical sound. Keep a steady beat while playing instruments. Enjoy performing solo and in groups.</p>	<p>Respond to sounds, instruments and pieces of music through movement. Recognise and respond to a steady beat by clapping or tapping along. Recognise and respond to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Identify and match instruments to their sounds. Listen to recorded performances and live music-making sessions. Listen attentively to sounds. Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. Remembers and can sing entire songs. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Sings the melodic shape of familiar songs. Leads or is led by other children in their music-making. Explores the sounds of different instruments, recognising how they can be changed. Adds sound effects to stories using voice or instruments. Plays instruments with increasing control to play different dynamics and tempi. Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments. Enjoys performing solo and in groups.</p>	<p>Responds to sounds, instruments and pieces of music through movement. Recognises and responds to a steady beat by clapping or tapping along. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Identifies and matches instruments to their sounds. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Remembers and can sing entire songs. Sings the melodic shape of familiar songs. Leads or is led by other children in their music-making. Uses sounds to express experiences, ideas and feelings. Explores the sounds of different instruments, recognising how they can be changed. Adds sound effects to stories using voice or instruments. Plays instruments with increasing control to play different dynamics and tempi. Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments. Enjoys performing solo and in groups.</p>	<p>Responds to sounds, instruments and pieces of music through movement and mark making/drawing. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Describes the sounds of different instruments. Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Can 'pitch match'. Sings the melodic shape of familiar songs. Remembers and can sing entire songs. Leads or is led by other children in their music-making activities. Adds sound effects to stories using voice or instruments. Enjoys performing solo and in groups.</p>	<p>Taps rhythms to accompany words. Recognises and responds to a steady beat by clapping or tapping along. Responds to sounds, instruments and pieces of music through movement. Listens to recorded performances and live music-making sessions. Listens attentively to sounds. Remembers and can sing entire songs. Sings the melodic shape of familiar songs. Creates rhythms using instruments and body percussion. Leads or is led by other children in their music-making. Plays instruments with increasing control. Enjoys performing solo and in groups. Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments.</p>	<p>Responds to sounds, instruments and pieces of music through expressing thoughts and feelings. Listens to recorded performances and live music-making sessions. Describes the sounds of different instruments. Recognises and responds to contrasting sounds, e.g. high and low, long and short, fast and slow, soft and loud. Recognises and responds to a steady beat by clapping or tapping along. Identifies and matches instruments to their sounds. Sings the melodic shape of familiar songs. Improvises own songs based on familiar songs or nursery rhymes by changing some of the words. Uses voice creatively in singing games, e.g. speaking, chanting, singing. Leads or is led by other children in their music-making. Explores the sounds of different instruments, recognising how they can be changed. Uses sounds to express experiences, ideas and feelings. Creates music based on a theme. Operates simple music technology. Knows how to play instruments properly to produce a musical sound. Keeps a steady beat while playing instruments. Enjoys performing solo and in groups.</p>

Reception	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Exploring sounds	Celebration music	Music and movement	Musical stories	Transport	Big band
Learning outline	Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	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.	Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	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.
Learning objectives	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Explore the natural world around them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p>	<p>Think about the perspectives of others.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p>	<p>Learn new vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p> <p>Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p>	<p>Learn rhymes, poems and songs.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and-when appropriate - try to move in time with music.</p>

Year 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Topic	Keeping the pulse (My favourite things).	Tempo (Theme: Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairytale)	Pitch (Superheroes)	Musical symbols (Under the sea)
Focus	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.	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.	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.	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.	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.	Diving into the unknown, 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.
Unit outcomes	Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.	Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats.	Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols.	Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice.	Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance.	Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.
Key knowledge	To know that: <ul style="list-style-type: none"> Notation is read from left to right. Pictorial representations of rhythm show sounds and rests. 	To know: <ul style="list-style-type: none"> That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow. 	To know that: <ul style="list-style-type: none"> Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right. To be able to recognise and name up to three instruments from Groups A and B. 	To know that: <ul style="list-style-type: none"> Sections of music can be described as loud, quiet or silent and the meaning of these terms. 	To know that: <ul style="list-style-type: none"> Sounds within music can be described as high or low sounds and the meaning of these terms. In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. 	To be able to recognise and name the following instruments: Up to three instruments from Group A and B. To know that notation is read from left to right.

Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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Topic	Call and response (Animals)	Instruments (Musical storytelling)	Contrasting dynamics (Space)	Singing (On this island)	Structure (Myths and legends)	Pitch (Musical Me)
Focus	Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.	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.	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.	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.	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.	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.
Unit outcomes	Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition.	Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.	Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition. Read notation from left to right.	Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately.	Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.	Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.
Key knowledge	To: <ul style="list-style-type: none"> Recognise and name the following instruments: up to three instruments from Group A and B. Know that dynamics can change the effect a sound has on the audience. 	To know that: <ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or 	To know that: <ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or 	To know that: <ul style="list-style-type: none"> Sections of music can be described as fast or slow and the meaning of these terms. Sections of music can be described as loud, quiet or 	To know that: <ul style="list-style-type: none"> Pictorial representations of rhythm show sounds and rests. 	To know that: <ul style="list-style-type: none"> Notation is read from left to right. In all pictorial representations of music, representations further up the page are higher sounds

	<ul style="list-style-type: none"> • Be able to recognise and name up to three instruments from Group A and B. 	<p>silent and the meaning of these terms.</p> <ul style="list-style-type: none"> • Sounds within music can be described as high or low sounds and the meaning of these terms. <p>To be able to:</p> <ul style="list-style-type: none"> • Recognise and name up to three instruments from Group A and B. 	<p>silent and the meaning of these terms.</p> <ul style="list-style-type: none"> • Sounds within music can be described as high or low sounds and the meaning of these terms. • Notation is read from left to right. 	<p>silent and the meaning of these terms.</p> <ul style="list-style-type: none"> • In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. • Pictorial representations of rhythm show sounds and rests. 		<p>and those further down are lower sounds.</p> <ul style="list-style-type: none"> • Sounds within music can be described as high or low sounds and the meaning of these terms.
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