CURRICULUM OVERVIEW- MUSIC – 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
F1	**My Busy Body** 1.I can listen to rhymes with enjoyment 2.I can respond by moving my whole body to sounds I enjoy, such as music or a regular beat. 3.I can explore instruments and the sounds they can make. 4.I can join in with songs about my body. 5.I can join in with action songs.	**Wonderful Woods** 1.I can join in with ring games. 2.I can clap to the beat of a familiar rhyme. 3.I can match an instrument to its sound from a choice. 4.I can join in a simple Christmas rhyme.	**Fantastic families** 1.I can explore a wide range of music from different cultural backgrounds. 2.I can describe changes I hear e.g. loud, fast, slow. 3.I can join in with songs about bears. 4.I can join in with songs about families.	**On the Farm** 1.I can move in response to different types of music. 2.I can discuss how the music made me feel. 3.I can play an instrument loud, quiet, fast and slow. 4.I can learn and sing songs to an audience (Easter bonnet) 5.I can join in with songs about the farm.	**Growing and Changing** 1.I can move in time to the rhythm of the music. 2.I can change my movements to match the changes in the music. 3.I can join in with songs about mini-beasts. 4.I can join in with songs about plants growing.	**Walking through the jungle** 1.I can choose an instrument to match the sound an animal might make. 2.I can sing a rhyme of my choice to others. 3.I can name some familiar instruments. 4.I can join in with songs about jungle animals.
F2	**My World, Your World Exploring Sounds** 1.I can use my voice to make a variety of sounds. 2. I can use my body to make a variety of sounds. 3.I can use instruments to make a variety of sounds. 4. I can explore sounds within the environment. 5.I can listen to sounds in nature and recreate them.	**Wonderful Winter Celebration Music** 1.I can learn about Diwali and respond to music through movement. 2. I can learn some of the dances and instruments from the festival of Hanukkah. 3.I can take part in a traditional African call and response song. 4. I can take part in a Christmas group song. 5. I can create and perform actions to represent Christmas song lyrics.	**Out of this World Music and Movement** 1.I can sign some Makaton signs as actions to a song. 2. I can explore the beat through body movement. 3.I can recognise different tempos in music. 4. I can express different pitch and tempo through dance. 5.I can perform to music.	**Fantastic Food Musical Stories** 1.I can move to music. 2. I can explore how characters are represented in music. 3.I can use actions to tell a story. 4. I can retell a story with instruments. 5.I can write, compose and practice a musical story. 6.I can perform a musical story.	**From the coast to the woods Transport** 1.I can explore the sounds of different vehicles. 2.I can mimic the sound of a train. 3.I can explore sounds heard on a boat. 4.I can interpret symbols to reflect a car's journey. 5.I can demonstrate simple rhythms on an instrument.	**People who help us Big band** 1.I can make my own instrument. 2.I can learn how an orchestra works. 3.I can follow a beat while playing an instrument. 4.I can play tuned and untuned instruments. 5.I can play an instrument to an audience

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Y1/2 Glockenspiels Cycle A	**Same but Different/Giving** **Snail and Mouse: Tempo** 1. I can use voices and bodies expressively whilst exploring tempo. 2. I can practice a rhyme with snail and mouse. 3. I can use voices to perform a song with a fast and slow beat. 4. To use singing voices and an instrument to perform a song with a fast and slow beat. 5.I can demonstrate fast and slow beats within the context of a story.		**Fire and Ice** **Seaside: Dynamics** 1. I can understand how music can be used to represent an environment. 2. I can understand how music can represent changes in an environment. 3. I can explore using instruments, body and voice to create a seaside soundscape. 4. I can identify how dynamics can reflect environments. 5. I can create and represent sounds using symbols.	**Secret World** **Animals: Call and response** 1.I can create short sounds with varied dynamics that represent an animal. 2.I can copy a short sound pattern. 3.I can explore call and response using instruments. 4.I can create sound patterns based on call and response. 5.I can perform different sound patterns with contrasting dynamics.	**Catastrophes at Sea** **Myths and legends: Structure** 1.I can read and clap a rhythm based on a phrase from a story. 2. I can hear, write and clap rhythms based on a phrase from a story. 3. I can use a rhythm in different ways to demonstrate structure. 4. I can create a structure using rhythmic patterns. 5. I can perform a group composition.	6 x 30 minutes – Glockenspiels
Y1/2 Cycle B	**Toys** **Fairytales: Sound patterns** 1. I can explore and change dynamics using the voice 2. I can experiment with creating different sounds using a single instrument. 3.I can read simple rhythmic patterns comprising of one beat sounds and one beat rests. 4.I can play sound patterns in time with the pulse using a visual stimulus. 5.I can show awareness of different roles when performing in a group performance.		**Giants** **On This Island: Singing** 1. I can learn a British folk song. 2. I can practice and perform a song relating to the countryside. 3. I can practice and perform a song relating to the city. 4. I can create symbols to represent sounds. 5. I can develop and perform a musical composition.	**Homes** **Under the Sea: Musical Symbols** 1.I can explore tempo changes through movement. 2.I can explore how dynamics can be represented by different symbols. 3.I can clap simple rhythmic patterns while keeping the pulse. 4. I can interpret symbols to demonstrate a pitch pattern. 5. I can perform as part of a group to demonstrate dynamics, pitch and rhythm.	**Superheroes** **Musical Me: Pitch** 1.I can understand and practice reading different symbols to show pitch. 2.I can sing and draw pitch patterns. 3.I can read and understand the notation for the song 'Once a Man Fell in a Well.' 4.I can use a tuned percussion instrument to play a song. 5.I can complete the notation for a short song using a three-line stave.	6 x 30 minutes – Glockenspiels

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Y3 Recorders		**China** **Pentatonic melodies and composition (Chinese New Year)** 1.I know about the music used to celebrate the Chinese New Year festival. 2.I can play a pentatonic melody. 3.I can write and perform a pentatonic melody. 4.I can perform a group composition. 5.I can perform a piece of music as a group.	**Stone Age** **Developing singing techniques** 1.I can sing in time with others. 2. I can sing in time with others. 3.I can recognise simple rhythmic notation by ear and by sight. 4.I can use simple rhythmic notation to compose a Stone Age song. 5. I can perform music with confidence and discipline.	**Peak District** **Ballads** 1.I can sing a ballad and explain what it is. 2.I can perform a ballad with an understanding of style. 3.I understand that ballads tell a story. 4. I can write lyrics for a ballard. 5. I can take part in a group performance.		**Ancient Egypt** **Creating compositions in response to an animation (Mountains)** 1. I can tell a story from a piece of music through movement. 2. I can create a soundscape using percussion instruments. 3. I can create a range of sounds to accompany a story. 4. I can compose and perform a rhythm to accompany a story. 5. I can compose and notate a short melody to accompany a story. 6 x 30 minutes – recorders
Y4 Guitars	**Inventions** **Guitars – Nottingham Music Hub - Swing band music** 1.I can use my thumb to play individual strings. Play piece on G B E (Open String Bar 1 – 4). I can recognise the difference between beat and rhythm. 2.I can use my thumb and play tune by string crossing strings E & B. (Open String bars 9- 16)	**Into the Jungle** **Guitars – Nottingham Music Hub - Blues music, the 12-bar blues and blues use of call and response.** 1. I can revisit learning from term 1A. Crossing open strings and fretting. Improvising rhythms. 2. I can learn new note C & high G. Learn chord playing technique. Changing between chords. I can listen to Blues music - 'No Escape from the	**Romans** **Guitars – Nottingham Music Hub – Fusion combining two styles of music and reading notation.** **1.** I can recap my hand positions, sound production, notes A & B. I can play without looking at fingers. I can listen to Good Times and identify instrumentation and style / genre. Learning to sing & play chorus melody using A & B	**India** **Guitars – Nottingham Music Hub – To perform at 'The Great Orchestra Experiment'.** 1.I can develop and secure rhythm notation reading skills using quavers, crotchets, minims, semi breves and crotchet rests. I can compose 2 bar rhythms using notes G, A, B & C on my own, in pairs or as a class and develop this into melodies.	**The Tempest** **Guitars – Nottingham Music Hub – Take part in a city-wide creative challenge.** 1.I can explore a range of different musical compositions performed in GOE. I can draw on all technical skills learnt so far and play legato & staccato, use dynamic changes, extended techniques and percussive drumming.	**Chocolate** **Guitars – Nottingham Music Hub – To perform a new repertoire at an end of year concert.** **1.** I can learn new notes, fretted E & F on D string and do fretting with first & second finger. I can play and present syncopated rhythms, hold part in an ensemble setting, and follow a structure within a piece. **2.** I can read new chord box Am and play with G & C

	Accurately playing back rhythms with a sense of pulse / beat – Minims 3. I can learn to Fret an A on the G string I can talk about the cultural tradition of swing music and recognise key instruments in 'big band' 4. I can learn new fretted note A on G string. Play 2 note melody using open G and fretted A and perform 'Get Back' on the guitar along to a backing track. I know Salsa is a musical style and I can aurally learn to sing and play Toca Bonito melody.	Blues' and identify instruments & style. 3. I can revise knowledge of blues music and its 12 bar – chords G & C. Learn new notes open D string & F fretted on 3rd. Use notes to play riff and call and response. 4. I can play Jingle Bells accompaniment changing smoothly between G & C chords, D & A strings playing on beat 1 following bars, repeat and first & second time bars. 5. I can play a simplified Jingle Bells melody using 4 notes GABC, reading rhythm notation and following repeat signs. I can play a melody using two open strings and two fretted notes. 6. I can perform two pieces of music using all previous technical learning.	introducing pitch notation / stave and reading A and B notes from stave. **2.** I can read chord boxes and play simple Em7 & A7 chords. Changing between chord & melody parts. I can sing Good Times. **3.** I can hear how Chaiyyah Chiayyah draws on two traditional music styles and learn to sing and play the syncopated call in the song using notes B &A. **4.** I can use notes G, A & B to play syncopated rhythms of both call & response to Chaiyya Chaiyya, following pitch notation. **5.** I can play easy shape Em & G chords with open D & A strings. I can listen to Wonderwall and identify style and instrumentation highlighting the central instrument – acoustic guitar playing the above chords. **6.** I can play easy C chord with Em & G to play (bridge) chorus. I can listen to Wonderwall bridge & chorus and identify	**2.** I can understand the origin and social context of the Soul Bossa Nova music. I can use call and response then improvising warm up to develop required techniques and sing and play the first part of section 1 with attention to staccato - Great Orchestra Experiment Piece. **3.** I can explore bossa nova rhythm patterns and layer up a Latin style groove using body percussion, selecting from notated rhythms on screen. I can learn to play the second part of section 1 and perform it - Great Orchestra Experiment Piece **4.** I can sing and learn to play the bridge and understand the structure of the song. I can follow a conductor to play each section at the correct time - Great Orchestra Experiment Piece. **5.** I can play as part of large ensemble, following conductor, keeping time with orchestra. I can play in different environment. **6.** I can evaluate my performance at the Great Orchestra Experiment	2. I can create and contribute to compositional ideas for a class piece which include rhythmic / melodic phrases and a structure based on some of the pieces in GOE. **3.** I can revise, rehearse, perform and record Creative Challenge piece including legato & staccato, use of dynamic changes, extended techniques and percussive drumming. 4. I can listen to a piece of eastern European classical music and identify the style and instruments. 5. I understand dynamic markings p & f and control. I can play the full Em chord, G chord and B note to play accompaniment with dynamic control, using fingers one and two within a melody line. 6. I can recap and rehearse Creative Challenge piece and Pretty Minka for class performance and recording.	chords Changing between 3 chords. I can play a piece with several sections. **3.** I can recall previous technical skills and apply to pieces learnt. I can perform several pieces in a concert rehearsal inc own class composition - Wonderwall – Chai – Good Times – Pretty Minka **4.** I can reflect and improve performances. I can perform in front of an audience. **5.** I can use all technical skills learnt this year and apply to pieces in performance situation.

			rhythm length of chords in these sections (minims).			
Y5 Djembe drums Guitar – private tuition offered	**Anglo Saxons** **Blues** 1.I know some features of Blues music. 2.I can play the first line of the 12-bar Blues. 3. I can play the 12-bar Blues. 4.I can play the Blues scale on a tuned instrument. 5.I can improvise with notes from the Blues scale.	**Africa** **South and West Africa** 1.I can sing a traditional African song unaccompanied. 2. I can use tuned percussion to play a chord progression. 3. I can use vocals or tuned percussion to perform a piece of music as an ensemble. 4.I can play call and response rhythms using percussion instruments. 5.I can create an eight-beat break to play within a performance.	**Vikings** .	**Compositions for the festival of colour (Holi)** 1.I understand that music can be represented with colours. 2.I can represent a piece of music as a graphic score. 3.I can create a vocal composition based on a picture. 4.I can create a piece of music inspired by a single colour. 5.I can work as a group to perform a piece of music		**Blue Planet** **Composition Notation (Ancient Greece)** 1.I can sing with accuracy, fluency, control, and expression. 2. I can explore and use different forms of notation. 3. I can understand note length. 4.I can read simple pitch notation. 5. I can use symbols and stave notation to write a piece of music 6 x 30 minutes – Djembe drums
Y6 Djembe drums Guitar – private tuition offered	**Animal Kingdon** **Dynamics, pitch and tempo (Fingal's Cave)** 1.I can appraise the work of a classical composer (Felix Mendelssohn). 2. I can improvise as a group, using dynamics and pitch. 3. I can improvise as a group, using texture. 4. I can use my knowledge of dynamics, texture and pitch to create a group composition. 5.I can work in a team to create a group composition featuring	**WW1** **Baroque** 1. I understand the importance of Monteverdi in the history of opera. 2.I can read and play a canon from staff notation. 3. I can demonstrate an understanding of Baroque music features when composing. 4.I can combine my knowledge of staff notation and aural awareness to play a fugue.		**Freedom** **Theme and Variation** 1.I can explore the musical concept of theme and variations. 2.I can compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'. 3. I can use complex rhythms to be able to perform a theme. 4.I can play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. 5. I can use music notation to create visual		**Location, Location** **Composing and performing a leavers song** 1.I can listen to and describe music. 2. I can write lyrics for a song. 3. I can organise lyrics into a song structure. 4.I can use vocal improvisation and known melodies against a backing track. 5.I can compose a melody. 6. I can compose a verse melody.

	changes in texture, dynamics and pitch.	5. I can apply my understanding of fugue structure when performing with others.		representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.		6 x 30 minutes – Djembe drums