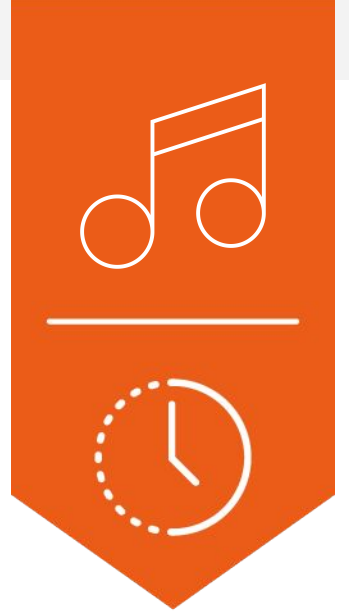



Curriculum overview for parents and carers

Music 2026/27

A summary of key Music learning for Reception to Year 6.



| | | |
|----------------------|--|---|
| <p>Autumn</p> | <p>Exploring sound</p> <p>Exploring how we can use our voice, bodies and instruments to make sounds and identifying sounds in the environment.</p> |  |
| <p>Spring</p> | <p>Music and movement</p> <p>Creating simple actions to well-known songs, the children learn how to move to a beat and expressing feelings and emotions through movement to music.</p> | |
| <p>Summer</p> | <p>Big band</p> <p>Exploring what makes a musical instrument and how instruments are grouped into different families. The children develop their sense of beat using untuned percussion instruments and perform a song.</p> | |

| | Year 1 | Year 2 |
|---------------|---|---|
| Autumn | <p>My favourite things: Keeping the pulse</p> <p>Learning how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things. They move to the beat of the music while expressing and responding to objects and experiences that are meaningful to them.</p> | <p>Animals: Call and response</p> <p>Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills.</p> |
| Spring | <p>Fairytales: Sound patterns</p> <p>Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement.</p> | <p>Musical storytelling: Instruments</p> <p>Exploring longer pieces of music, pupils look at how music can tell a story through a variety of 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.</p> |
| Summer | <p>Superheroes: Pitch</p> <p>Identifying high and low notes, pupils listen to different pitches and use this to compose a simple superhero tune. They experiment with combining high and low sounds to create a melody that reflects their chosen character.</p> | <p>Musical Me: Pitch</p> <p>Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments. Pupils connect sounds to specific pitches and begin to understand how simple symbols can be used to represent musical notation.</p> |

| | Year 3 | Year 4 |
|---------------|---|---|
| Autumn | <p>Reading rhythms: Patterns and layers</p> <p>Introducing basic rhythmic notation, pupils learn how rhythms can be written, read and performed. Through clapping, body percussion and instruments, pupils recognise and play simple rhythmic patterns before creating layered group compositions using notation.</p> | <p>Singing in parts: Loops and layers</p> <p>Developing vocal technique, confidence and control by singing in rounds and performing musical loops. Pupils build independence, timing and listening skills while collaborating to create layered group performances.</p> |
| Spring | <p>Inspired by India: Musical improvisations</p> <p>Exploring traditional Indian music and the art of improvisation through using the pentatonic scale and simple musical techniques. Pupils create short improvisations and experiment with pitch, dynamics and tempo to express different moods and musical ideas.</p> | <p>Musical motifs: Reading the stave</p> <p>Developing their knowledge of pitch, pupils are introduced to notation on the stave and explore the notes C to G through short musical phrases. They learn how composers use motifs to represent characters and moods, before composing and performing their own motifs in groups.</p> |
| Summer | <p>Reggae rhythms: Playing in a band</p> <p>Exploring reggae through Bob Marley's songs, while learning simplified bass lines, basic chords and the concept of the offbeat. Pupils combine these musical elements to rehearse and perform collaboratively in their own reggae bands.</p> | <p>Music technology: Loop-based composition</p> <p>Developing digital literacy through music technology, pupils create and manipulate musical loops. They turn simple motifs into catchy loops using music software, then layer sounds and compose complementary parts to create their own digital compositions.</p> |

| | Year 5 | Year 6 |
|---------------|---|---|
| Autumn | <p>Music in nature: Chords and melodies</p> <p>Drawing inspiration from the power of nature, pupils compose short melodies to reflect different moods of the sky. They experiment with pitch, dynamics and harmony, using simple chords to add depth and atmosphere to their performances.</p> | <p>Four-chord pop: Playing in a band</p> <p>Developing ensemble performance skills by forming pop bands. Pupils learn bass lines, chords, melody and harmony from a well-known pop song before rehearsing and refining their performances with added rhythm, creativity and expression.</p> |
| Spring | <p>West African rhythms: Create, play and perform</p> <p>Exploring the rhythms of West Africa, pupils experience the energy of traditional ensemble music. They learn how rhythmic patterns fit together and take responsibility for different parts, combining rhythms collaboratively to create layered textures.</p> | <p>Songs that speak: Lyrics and messages</p> <p>Examining how songs communicate meaning through lyrics, musical choices and performance. Pupils explore songwriting techniques such as rhyme, repetition and emotive language before creating, rehearsing and performing their own lyrics based on themes of identity, positivity and self-expression.</p> |
| Summer | <p>Stage and song: Storytelling through music</p> <p>Investigating musical theatre and how music helps to tell stories through solos, duets and ensemble performances. Pupils explore how composers use musical elements to create mood and develop narrative before extending their vocal skills through singing in 3/4 time and performing across a wider vocal range.</p> | <p>Music technology: Film soundtracks</p> <p>Exploring how music and film work together to create mood, atmosphere and meaning. Pupils identify key musical features in film, use music technology to synchronise sound with video and enhance film clips with sound effects, loops and original musical ideas.</p> |