

# Music Curriculum Map - 2025 - 2026



EYFS	<p>Music forms part of the Expressive arts and design strand of the Early Years Foundation Stage curriculum.</p> <p>In our Nursery and Reception classes the children are emersed in musical experiences throughout the year. We use music as a way of embedding our daily routines and sing songs to help us get ready. We explore musical concepts such as dynamics, tempo, pulse, rhythm and pitch through using familiar nursery rhymes and some new songs. Children are encouraged to create and respond to music using their voices, movement and percussion instruments. Through repetition of musical games, children develop a sense of pulse and the ability to match pitch while developing confidence in group and solo performances.</p> <p>At Christmas time the children learn songs which tell the Nativity Story. Children sing together and experience performing to an audience during a live production in the school hall.</p> <p>Throughout the year, Children in EYFS will focus on developing the following Key Skills: Listening, singing, composing, performing, social, emotional and thinking.</p>				
Nursery	Attempt to start and stop with others when performing.	Move to the music with an awareness of pulse.	Play instruments in different ways to represent an idea.	Explore and use different sound effects.	Find my speaking voice and my singing voice.
Reception	Sing in a group or on my own increasingly matching the pitch and following the melody	Move intime with the pulse and respond to changes.	Play instruments and change the tempo and the dynamics.	Add sound effects appropriately to enhance a story or song.	Create own words or verses to a song.

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<p>Year 1</p>	<p><b>Senses</b> Through the stimulus of the five senses, pupils will internalise key musical skills and techniques, exploring music using their voices and classroom instruments. Pupils will practically engage in a range of musical activities that develop their understanding of the inter-related dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.</p> <p><b>Key skills</b> <b>Listening</b> Identifying dynamics, duration, tempo, timbre, instruments, identifying mood, identifying pitch <b>Composing</b> Creating Rhythms <b>Performing</b> In time with a pulse, following a conductor, changing tempo, dynamics &amp; duration, performing rhythms, graphic notation, chant rhythms, sing in two parts <b>Social</b> Co-operation, responsibility, respect <b>Emotional</b> Independence, persevere, confidence <b>Thinking</b> Comprehension, feedback</p>	<p><b>Super heroes</b> This unit uses the theme of 'superheroes' to explore the concept of soundscapes, graphic score and the inter-related dimensions of pitch, dynamics and tempo. Pupils participate in a variety of activities, consolidating their learning in a group ensemble piece. Pupils will be given opportunities to think about the links between sounds and words when composing and will use a range of vocal, body percussion and instruments to perform. They will also be given opportunities to listen and appraise their own and other's work as well as listen to a famous piece of music written by John Williams</p> <p><b>Key skills</b> <b>Listening</b> Identifying pulse, identifying instruments, changes in dynamics <b>Composing</b> Use dynamics, tempo &amp; structure, explore sound <b>Performing</b> Group ensemble, adding actions, following a score, following a conductor, change dynamics when singing <b>Social</b> Respect, collaboration, patience <b>Emotional</b> Self-control, independence, confidence <b>Thinking</b> Creativity, comprehension</p>	<p><b>Dinosaurs</b> In this unit, pupils will learn about the inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs. Using performance, listening and composition tasks, pupils will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own Dinosaur music.</p> <p><b>Key skills</b> <b>Listening</b> Identifying sounds, changes in pitch, matching instruments to sound <b>Composing</b> Consider timbre, dynamics &amp; tempo, explore pitch, order sounds <b>Performing</b> Use dynamics, pulse &amp; tempo, percussion, graphic score, follow a conductor, chanting, understand changes in pitch <b>Social</b> Co-operation, collaboration, respect, communication, leadership <b>Emotional</b> Confidence, empathy, persevere <b>Thinking</b> Select and apply, comprehension, feedback</p>	<p><b>Carnival of the animals</b> Using 'Carnival of the Animals' by Saint-Saens as a stimulus, pupils explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.</p> <p><b>Key skills</b> <b>Listening</b> Identify instruments, match instruments to a theme, respond with movement, recognise changes in music <b>Composing</b> Improvise, use dynamics &amp; tempo, explore character <b>Performing</b> Ostinato, playing &amp; singing together, explore dynamics, tempo, timbre &amp; pitch, call &amp; response <b>Social</b> Communication, co-operation, collaboration, support, respect <b>Emotional</b> Determination, empathy, self-control, independence, confidence <b>Thinking</b> Creativity, reflection, comprehension, select/apply</p>	<p><b>Fantasy and adventure</b> In this unit, pupils use 'The Magic Flute' opera, by Mozart as a stimulus. This opera is full of 'fantasy and adventure.' The pupils will listen to the story and consider the evil queen and how music is used to convey her character. They will compose their own music to create atmosphere and tell a story with a developing understanding of pitch, dynamics and tempo</p> <p><b>Key skills</b> <b>Listening</b> Compare music, identify feelings, identify pitch, tempo &amp; dynamics, respond with movement <b>Composing</b> Use so &amp; mi, write a score, call &amp; response, change tempo &amp; dynamics, duet &amp; group <b>Performing</b> Follow symbols, duet &amp; group, match pitch, call &amp; response, explore dynamics &amp; tempo <b>Social</b> Respect, collaboration, patience, communication <b>Emotional</b> Self-control, independence, confidence, empathy, understand feelings <b>Thinking</b> Creativity, comprehension, feedback</p>	<p><b>At the Seaside</b> This unit focuses on using graphic symbols and images to create a score. This unit works on two types of graphic scores; simple picture representation and a more structured grid score. Pupils are given opportunities to work collaboratively, building on a sequence of musical skills that they bring together in a final piece. There is a focus on the steady pulse and playing in time to the beat. Pupils are also given opportunities to listen to a variety of music and sounds around this theme.</p> <p><b>Key skills</b> <b>Listening</b> Identifying sounds, interpreting music <b>Composing</b> Creating sound effects, layering sounds, exploring percussion, playing loudly/quietly/quickly/slowly, creating a graphic score <b>Performing</b> Following a score, group ensemble, performing to a pulse, changing tempo, adding actions <b>Social</b> Collaboration, co-operation, sharing, listening <b>Emotional</b> Self-control, identifying emotions, confidence, independence <b>Thinking</b> Select and apply</p>
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<p>Year 2</p>	<p><b>Folksongs</b> In this unit, pupils learn to sing and perform folk songs from around the British Isles. They identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch and texture. Pupils begin to understand the difference between rhythm and pulse. They explore dot notation and sing in a round and in parts.</p> <p style="text-align: center;"><b>Key skills</b></p> <p><b>Listening</b> Identify pulse, tempo, structure, (repetition of melody), instruments <b>Composing</b> Improvise rhythmic pattern <b>Performing</b> Class ensemble, drone, play &amp; sing together, create texture, maintain parts, call &amp; response, sing in a round, sing/chant in three parts, use dynamics for expression</p>	<p><b>Great Fire of London</b> Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both stick and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.</p> <p style="text-align: center;"><b>Key skills</b></p> <p><b>Listening</b> Features of Baroque, identify instruments, texture, use of voice, word painting <b>Composing</b> Explore vocal sounds, found sounds, instruments, record rhythms: stick notation <b>Performing</b> Follow a score, stick notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round <b>Social</b> Co-operation, respect, kindness, communication <b>Emotional</b> Independence, perseverance, empathy, confidence <b>Thinking</b> Provide feedback, select/apply, comprehension, reflection</p>	<p><b>Great Fire of London</b> Through the topic of the 'Great Fire of London', pupils explore dynamics, pulse, beat and rhythm using both stick and graphic notation and interpreting dynamic symbols. Pupils create music in response to a non-musical stimulus, sing and perform on instruments with a partner, in small groups and as a whole class ensemble and begin to develop knowledge and understanding of baroque music.</p> <p style="text-align: center;"><b>Key skills</b></p> <p><b>Listening</b> Features of Baroque, identify instruments, texture, use of voice, word painting <b>Composing</b> Explore vocal sounds, found sounds, instruments, record rhythms: stick notation <b>Performing</b> Follow a score, stick notation, body percussion, copy rhythms, chant to a pulse, add actions when singing, sing in a round <b>Social</b> Co-operation, respect, kindness, communication <b>Emotional</b> Independence, perseverance, empathy, confidence <b>Thinking</b> Provide feedback, select/apply, comprehension, reflection</p>	<p><b>Toys</b> Using the theme of Toys as inspiration, pupils will be learning to perform on tuned instruments, developing their ability to perform together as an ensemble from dot notation. Pupils will perform with an awareness of a steady pulse and have the opportunity to improvise on both tuned and un-tuned percussion instruments as well as compose simple melodies recording their ideas using dot notation.</p> <p style="text-align: center;"><b>Key skills</b></p> <p><b>Listening</b> Identify dynamics, tempo &amp; pitch <b>Composing</b> Create improvised phrases, use dot notation to record a melody <b>Performing</b> Move to music, follow a score, play tuned percussion, play &amp; sing together <b>Social</b> Co-operation, communication, collaboration, sharing <b>Emotional</b> Determination, perseverance, independence, integrity <b>Thinking</b> Decision making, problem solving, comprehension, creativity, select/apply</p>	<p><b>Four seasons</b> sing the music of Vivaldi's 'The Four Seasons', this unit aims to embed the inter-related dimensions of pulse, dynamics, tempo, rhythm and pitch through performance, improvisation and composition activities. Pupils will be given opportunities to perform and improvise music using their voices, bodies, tuned and un-tuned instruments. They will explore, select and combine sounds to create their own musical responses to the concept of the four seasonal patterns and the music of Vivaldi. Pupils will have the opportunity to listen and appraise each other's work and a selection of different movements from Vivaldi's 'The Four Seasons.'</p> <p style="text-align: center;"><b>Key skills</b></p> <p><b>Listening</b> Identify instruments, identify rhythm, pitch, dynamics &amp; tempo <b>Composing</b> Improvise <b>Performing</b> Follow dot &amp; staff notation, use pitch, dynamics &amp; tempo <b>Social</b> Respect, co-operation, leadership, communication <b>Emotional</b> Empathy, independence <b>Thinking</b> Reflection, decision making, provide feedback, creativity</p>	<p><b>Oceans</b> This unit embeds pulse and rhythmic skills through performance, improvisation, listening and composition activities. Pupils will be given the opportunity to perform and compose using their bodies, voices and percussion instruments. They will also learn to read simple rhythmic notation including crotchets, paired quavers, minims and semibreves. They will explore instrumentation and how different instruments can be used to represent different aspects of the ocean. Pupils will have the opportunity to sing as part of an ensemble and to listen to and appraise their own and each other's work.</p> <p style="text-align: center;"><b>Key skills</b></p> <p><b>Listening</b> Identify instruments, identify rhythm, pitch, dynamics and tempo <b>Composing</b> Improvise Rhythm <b>Performing</b> Follow staff notation, use pitch, dynamics and tempo <b>Social</b> Communication, kindness, respect, support, leadership <b>Emotional</b> Confidence, determination, independence, perseverance, honesty, empathy <b>Thinking</b> Creativity, reflection, problem solving, comprehension</p>
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