



2025-2026

	Autumn Term	Spring Term	Summer Term
EYFS	<p>I've got a grumpy face Focus: Timbre, beat, pitch contour. Objectives:</p> <ul style="list-style-type: none"> • Make up new words and actions about different emotions and feelings. • Explore making sound with voices and percussion instruments to create different feelings and moods. • Sing with a sense of pitch, following the shape of the melody with voices. • Mark the beat of the song with actions <p>Row, row, row Focus: Beat, pitch (step/leap), timbre. Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and vocal sounds for different kinds of transport. • Sing a tune with 'stepping' and 'leaping' notes. • Play a steady beat on percussion instruments. <p>Whole School Harvest Festival Whole School Christmas Nativity</p>	<p>Bird spotting: Cuckoo polka Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives:</p> <ul style="list-style-type: none"> • Explore the range and capabilities of voices through vocal play. • Develop a sense of beat by performing actions to music. • Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). • Enjoy moving freely and expressively to music <p>Shake my sillies out Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives:</p> <ul style="list-style-type: none"> • Create a sound story using instruments to represent different animal sounds/ movements. • Sing an action song with changes in speed. • Play along with percussion instruments. • Perform the story as a class. • Listen to music and show the beat with actions. <p>Up and down Focus: Pitch contour rising and falling, classical music. Objectives:</p> <ul style="list-style-type: none"> • Make up new lyrics and accompanying actions. 	<p>Down there under the sea Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives:</p> <ul style="list-style-type: none"> • Develop a song by composing new words and adding movements and props. • Sing a song using a call-and-response structure. • Play sea sound effects on percussion instruments. • With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). • Listen to a range of sea-related pieces of music and respond with movement <p>It's oh so quiet Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives:</p> <ul style="list-style-type: none"> • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. • Play different instruments with control. • Explore dynamics with voices and instruments. • Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.



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		<ul style="list-style-type: none">• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.• Use appropriate hand actions to mark a changing pitch. <p>Five fine bumble bees <i>Focus: Timbre, tempo, structure (call-and-response), active listening.</i> Objectives:</p> <ul style="list-style-type: none">• Improvise a vocal/physical soundscape about minibeasts.• Sing in call-and-response and change voices to make a buzzing sound.• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.• Listen to a piece of classical music and respond through dance.	<p>Slap clap clap <i>Focus: Music in 3-time, beat, composing and playing.</i> Objectives:</p> <ul style="list-style-type: none">• Compose a three-beat body percussion pattern and perform it to a steady beat.• Sing a melody in waltz time and perform the actions.• Transfer actions to sounds played on percussion instruments.• Listen actively to music in 3/4 time.• Find the beat and perform a clapping game with a partner <p>Bow, bow, bow Belinda <i>Focus: Beat, active listening, instrumental accompaniment.</i> Objectives:</p> <ul style="list-style-type: none">• Invent and perform actions for new verses.• Sing a song while performing a sequence of dance steps.• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.• Listen to and talk about folk songs from North America.
KS1 Year 1 and 2	<p>Tony Chestnut (Progression Snapshot) <i>Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.</i> Objectives:</p> <ul style="list-style-type: none">• Improvise rhythms along to a backing track using the note C or G.• Compose call-and-response music.• Play the melody on a tuned percussion instrument.• Sing with good diction.	<p>Grandma rap (Progression Snapshot) <i>Focus: Duration (crotchet, quavers, crotchet rest), unison, round.</i> Objectives:</p> <ul style="list-style-type: none">• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.• Chant rhythmically, and perform to an accompaniment children create.	<p>Swing-a-long with Shostakovich <i>Focus: 2- and 3-time, beat, beat groupings, 20th century classical music.</i> Objectives:</p> <ul style="list-style-type: none">• Create action patterns in 2- and 3-time• Listen actively and mark the beat by tapping, clapping, and swinging to the music.• Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').



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- Recognise and play echoing phrases by ear.

Whole School Harvest Festival Whole School Christmas Nativity

- Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.
- Learn a clapping game to Hi lo chicka lo that shows the rhythm.
- Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).

Orawa

Focus: Beat, rhythm, repetition, structure, 20th century classical music.

Objectives:

- Improvise and compose, structuring short musical ideas to form a larger piece.
- Sing and play, performing composed pieces for an audience.
- Listen and appraise, with focus and attention to detail, recalling sounds and patterns.

Trains

Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto).

Objectives:

- Begin to understand duration and rhythm notation.
- Structure musical ideas into a whole-class composition.
- Learn a simple rhythm pattern and perform it with tempo and volume changes.
- Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.
- Follow signals from a conductor.

- Understand and explain how beats can be grouped into patterns and identify them in familiar songs.
- Move freely and creatively to music using a prop

Charlie Chaplin

Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).

Objectives:

- Compose a soundtrack to a clip of a silent film.
- Understand and use notes of different duration.
- Understand and use notes of different pitch.
- Understand and use dynamics.

Tanczemy labada (Progression Snapshot)

Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.

Objectives:

- Demonstrate an internalised sense of pulse through singing games.
- Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.
- Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.
- Listen and match the beat of others and recorded music, adapting speed accordingly.
- Listen to traditional and composed music from Poland.



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		<ul style="list-style-type: none"> Listen to and analyse four pieces of music inspired by travel/vehicles. 	<ul style="list-style-type: none"> Begin to understand how music helps people share tradition and culture.
<p>Lower KS2 Year <u>3</u> and 4</p>	<p>I've been to Harlem (Progression Snapshot) Focus: Pitch shape, ostinato, round, pentatonic, call-and-response. Objectives:</p> <ul style="list-style-type: none"> Compose a pentatonic ostinato. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song Listen and identify where notes in the melody of the song go down and up <p>Whole School Harvest Festival Whole School Christmas Nativity</p>	<p>Latin dance (Progression Snapshot) Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern. Objectives:</p> <ul style="list-style-type: none"> Compose a 4-beat rhythm pattern to play during instrumental sections. Working in small groups, sing a call-and-response song with an invented drone accompaniment. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part contributing to the chords accompanying the verses. Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. <p>'March' from The nutcracker Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. Objectives:</p> <ul style="list-style-type: none"> Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. 	<p>Just three notes Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Objectives:</p> <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E. Compose music, structuring short ideas into a bigger piece. Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches C-D-E <p>Segio Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Objectives:</p> <ul style="list-style-type: none"> Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group. Move in time with the beat of the music. Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).



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		From a railway carriage Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. Objectives: <ul style="list-style-type: none"> • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions. 	(First Access) Instrumental unit –percussions - Ripples
Upper KS2 Year 5 and 6	Hey Mr Miller (Progression Snapshot) Focus: Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation). Objectives: Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary Whole School Harvest Festival Whole School Christmas Nativity	Dona nobis pacem (Progression Snapshot) Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony. Objectives: <ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). You to me are everything Focus: 1970s soul music, comparing cover versions. Objectives: <ul style="list-style-type: none"> • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. 	Race! Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Objectives: <ul style="list-style-type: none"> • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. Exploring identity through song Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems. Objectives: <ul style="list-style-type: none"> • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs.



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	<ul style="list-style-type: none">Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. <p>Twinkle Variations</p> <p>Focus: To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.</p> <p>Objectives:</p> <ul style="list-style-type: none">Create variations using a wide variety of composing techniques.Improvise on top of a repeating bassline. Decipher a graphic score.Play Twinkle, twinkle, little star	<p>Ame sau vala tara bal (Progression Snapshot)</p> <p>Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical).</p> <p>Objectives:</p> <ul style="list-style-type: none">Create a rhythmic piece for drums and percussion instruments.Sing the chorus of Throw, catch in three-part harmony with dancing.Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.Demonstrate coordination and keeping a steady beat by dancing to bhangra music
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