

# EYFS / KS1 Music Curriculum

	Autumn		Spring		Summer	
<b>Year A</b>	<b>EYFS</b> <b>Menu Song:</b> How does the music make me feel? What sounds can we make with this instrument? What happens when we play fast or slow?  Make up new words and actions to a song. Explore the range and capabilities of voices through vocal play. Explore making sounds with voices. Make up a simple accompaniment using percussion instruments.	<b>EYFS</b> <b>Colonel Hathi's March</b> <b>Magical Musical Aquarium:</b> How does this music make you want to move? Can you move fast or slow to match the music? What happens when the music stops? How do the animals move—and what sound matches their movement?  Mark the beat of the song with actions. Identify and describe contrasts in tempo and dynamics. Respond to music in a range of ways.	<b>EYFS</b> <b>Football</b> <b>Who Stole My chickens and my Hens</b>  What sounds can you hear around you right now? Where do you think that sound is coming from? How does this sound make you feel? How can we show something exciting or scary is happening with sound?  Explore the range and capabilities of voice through vocal play. Create a sound story using instruments to represent different animal sounds/movements. Make up lyrics and accompanying actions. Improvise a vocal/physical soundscape about sea creatures.		<b>EYFS</b> <b>Dancing and drawing to Nautilus</b> <b>Cat and Mouse</b> <b>Come Dance with Me</b>  Can you make a sound that matches how you feel? Can you make up your own rhythm or tune? What kind of music would this character make? How can we show what's happening in the story using music?  Develop a song by composing new words and adding movements and props. Improvise music with different instruments, following a conductor. Compose music based on characters and stories. Compose a three-beat body percussion pattern and perform it to a steady beat. Invent and perform actions for new verses.	
	<b>Menu Song</b>	<b>Colonel Hathi's March</b>  <b>Magical Musical Aquarium</b>	<b>Football</b>	<b>Who Stole my chickens and my Hens</b>	<b>Dancing and drawing to Nautilus</b>  <b>Cat and Mouse</b>	<b>Come Dance with me</b>

<b>Year B</b>	<p><b>EYFS:</b>  <b>Tony Chestnut</b>  <b>Carnival of Animals</b>  <b>Musical Conversations</b></p> <p>Can you play a loud (forte) sound? Now a quiet (piano) one?  Can you make a fast (allegro) or slow (lento) rhythm?  Can you make a long sound and a short sound?  Can you keep a steady beat like a drum?</p> <p>Sing with a sense of pitch, following the shape of the melody with voices.  Mark the beat of the song with actions.  Play a steady beat on percussion instruments.  Begin to use musical terms (louder/quieter, faster/slower, higher/lower).  Respond to music in a range of ways e.g. movement, talking, writing.</p>		<p><b>EYFS:</b>  <b>Grandma Rap</b>  <b>Swing Along with Shostakovich</b>  <b>Charlie Chaplin</b></p> <p>Can you copy my sound or rhythm?  What do you notice about the pattern in the song?  Can you be the leader and make up a call?  How do we know when it's our turn to respond?</p> <p>Improvise a vocal/physical soundscape.  Make up new lyrics and accompanying actions.  Create a sound story using instruments to represent different character sounds/movements.  Explore the range and capabilities of voices through vocal play  Sing in call-and-response and change voices to make a buzzing sound.  Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.  Perform the story as a class.  Develop a sense of beat by performing actions to music</p>		<p><b>EYFS:</b>  <b>The Rockpool Rock</b>  <b>Tanczomy</b>  <b>Labada</b></p> <p>Can we change the words to make our own version of the song?  What actions could we add to match the words or beat?  How can we show the meaning of the words with our bodies?  Can we make up a new verse together?</p> <p>Sing a song while performing a sequence of dance steps.  Transfer actions to sounds played on percussion instruments.  With some support, play a call-and-response phrase comprising a short stepping tune (C-D-E)  Develop a song by composing new words and adding movements and props.  Invent and perform actions for new verses.</p>	
	<b>Tony Chestnut</b>	<b>Carnival of Animals Musical Conversations</b>	<b>Grandma Rap</b>	<b>Swing along with Shostakovich</b>  <b>Charlie Chaplin</b>	<b>The Rockpool Rock</b>	<b>Tanczomy labada</b>

## Year A

	<b>Key Questions</b>  <i>Big Questions</i>	<b>National Curriculum Coverage</b>	<b>Subject specific skills and knowledge development</b>	<b>Key Tasks</b>	<b>Key Vocabulary</b>
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<p><b>Autumn 1</b></p> <p>Menu Song</p>	<p>What is music and why do we make it?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Become familiar with the song's structure by listening actively to the music.</p> <p>Understand that the menu increases for each day of the week when a new dish is added.</p> <p>Be able to join in singing most of the song.</p> <p>Practise keeping a steady beat.</p> <p>Take part in activities to help memorise the words.</p> <p>Practise singing the song.</p> <p>Practise keeping a steady beat.</p> <p>Listen out for a bass instrument, moving fingers in time with it playing.</p> <p>Practise singing Menu song.</p> <p>Recap singing Rain is falling down with 'rain' and body ladder actions.</p> <p>Listen to The herring song and talk about the structure.</p>	<p>Listen and move in time to the song.</p> <p>Sing this cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments to accompany the song.</p> <p>Compose and devise a dramatic group performance using props and kitchen sound-makers.</p>	<p>Beat, percussion, steady, active listening</p>
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			<p>Practise singing Menu song from memory to the backing track.</p> <p>Use percussion instruments to improvise an accompaniment to Menu song.</p> <p>Choose instruments to play in the performance and practise accompaniment ideas along with the singing.</p> <p>Take part in a performance - either live to an audience or videoed.</p>		
<p><b>Autumn 2</b></p> <p><b>Colonel Hathi's March</b></p> <p><b>Magical Musical Aquarium</b></p>	<p>How can we use our voices and instruments to tell a story?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.</p> <p>Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Listen to recorded performances.</p> <p>Create musical sound effects and short sequences of sounds in response to a stimulus e.g. a rainstorm or a train journey.</p> <p>Combine to make a story using classroom</p>	<p>Compose music to march to using tuned and untuned percussion.</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p> <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p>	<p>Beat, timbre, symbols, rhythmically, percussion</p>

			<p>instruments or sound-makers.</p> <p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.</p> <p>Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p>	<p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>	
<p><b>Spring 1</b></p> <p>Football</p>	<p>How do musicians work together to create music?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Compose word patterns in groups and melodies in</p>	<p>children echo singing, by creating a rhythmic ostinato.</p>	<p>Melody, rhythm, echo, beat, pitch, higher, lower, ostinato,</p>

		<p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>pairs using mi-re-do (E-D-C).</p> <p>Chant together rhythmically, marking rests accurately.</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>Use 'Rain is Falling' as a call and response activity.</p> <p>composing word patterns, improvising with mi-re-do, and playing a percussion ostinato.</p> <p>Create a melody with the class, then slowly sing the rhythm of 'Get your trainers on your feet, you can play it in the street' using the pitch words 'do-re-mi' .</p> <p>Choose a two-syllable sport e.g. cricket, turn it into a sentence such as 'cricket, going to catch to win the match'.</p> <p>Understand the difference between pitched patterns and rhythm patterns, higher and lower.</p>	
<b>Spring 2</b>	<p>What happens when we change the speed or volume of music?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Compose new lyrics and create short body percussion patterns to accompany the song.</p> <p>Sing familiar songs in low and high voices, recognising higher and lower.</p>	<p>Learn the song Who stole my chickens and my hens?.</p> <p>Copy 4-beat patterns.</p> <p>Listen and move to a piece of music with a 'skippy' rhythm.</p> <p>Sing a song that includes the skippy rhythm.</p> <p>Play a partner clapping game while singing a song.</p> <p>Listen to and copy short rhythm patterns by ear. Mark rests in the</p>	<p>Lyrics, percussion, rest, 4-beat pattern, short rhythm, (dotted quaver-semi quaver) 'skippy' rhythm.</p>

				<p>song with actions, their voices, and instruments.</p> <p>Make up some body percussion sounds for the rests.</p> <p>Play a partner clapping game in time with a song.</p> <p>Play percussion instruments in place of rests.</p>	
<p><b>Summer 1</b></p> <p><b>Dancing and Drawing to Nautilus</b></p> <p><b>Cat and Mouse</b></p>	<p>Can music help us understand the world around us?</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Develop knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Listen to recorded performances.</p> <p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p>Follow pictures and symbols to guide singing and playing e.g. 4 dots = 4 taps on the drum.</p>	<p>Perform actions to music, reinforcing a sense of beat.</p> <p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a</p>	<p>Learn about composer Anna Meredith.</p> <p>Explore Nautilus through movement and active listening.</p> <p>Draw to music - engage imaginatively with the music.</p> <p>Compare different versions of the same piece of music.</p> <p>Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Listen and copy rhythm patterns.</p>	<p>Pitch, beat, duration, mood, tempo, dynamics, rhythm, timbre, dot notation.</p>

			<p>range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>		
<p><b>Summer 2</b></p> <p><b>Come Dance with Me</b></p>	<p>How can we order sounds and make patterns?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Sing songs with a very small range, mi-so, then slightly wider. Include pentatonic songs.</p> <p>Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Listen to recorded performances.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use body percussion and classroom percussion, playing repeated patterns (ostinati) and short pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Perform short copycat rhythm patterns</p>	<p>Create musical phrases from new word rhythms that children invent.</p> <p>Sing either part of a call-and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Copy call-and-response patterns with voices and instruments.</p>	<p>Ostinato, rhythm patterns, pentatonic, vocal pitch, crotchet, quavers, crotchet rest,</p>

accurately, led by the teacher.

## Year B

	Key Questions <i>Big Questions</i>	National Curriculum Coverage	Subject specific skills and knowledge development	Key Tasks	Key Vocabulary
<b>Autumn 1</b>  Tony Chestnut	How can we use our voices and instruments creatively?	Use voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music.  Experiment with, create, select, and combine sounds using the inter-related dimensions of music.	Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.  Sing songs with a small pitch range, pitching accurately.  with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.  Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.  Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	Get to know the song - learn the melody and add actions on the beat.  Get to know the song - improving phrasing and tuning. Track the shape of the melody with gesture.  Make a video recording of children singing.  Play the songs melody on a tuned percussion instrument.  Improvise rhythms along to a backing track.  Compose call-and-response music.	Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion,

<p><b>Autumn 2:</b></p> <p><b>Carnival of Animals</b></p> <p><b>Musical Conversations</b></p>	<p>Can music help us understand the world around us?</p>	<p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</p> <p>Listen to recorded performances.</p> <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question-and-answer conversations using percussion instruments.</p> <p>Create, interpret, and perform simple graphic scores.</p>	<p>Learn about Carnival of the animals and listen to 'Aquarium'.</p> <p>Listen to the music identifying instruments, and talk about the character of the music and the kind of animals it represents.</p> <p>Show the character of the music through movement.</p> <p>Listen to two movements from Carnival of the animals - 'Fossils' and 'The swan'. Identify how the choices of instruments create character.</p> <p>Respond to the character of the piece through drawing.</p> <p>Listen to an extract from Danse macabre.</p> <p>Listen to two movements from Carnival of the animals - 'The elephant' and 'Aviary'. Identify how the composer uses rhythm and articulation to create character.</p> <p>Respond to the character of the piece through movement.</p> <p>Select instruments and compose music to reflect an animal's character.</p>	<p>Timbre, tempo, dynamics, pitch, duration, classical music.</p>
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			Recognise how graphic symbols can represent sound.		
<b>Spring 1</b> <b>Grandma Rap</b>	Can we make a sequence of sounds that others can perform?	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.</p> <p>Sing songs with a small pitch range, pitching accurately.</p> <p>Listen to recorded performances.</p> <p>Use music technology to capture, change, and combine sounds.</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and</p>	<p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Chant Grandma rap rhythmically, and perform to an accompaniment that children create.</p> <p>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.</p> <p>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p>	Duration (crotchet, quavers, crotchet rest), unison, round

			<p>clapping the remaining beats.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchet rests.</p> <p>Create and perform their own chanted rhythm patterns with stick notation.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p>		
<p><b>Spring 2</b></p> <p><b>Swing along with Shostakovich</b></p> <p><b>Charlie Chaplin</b></p>	<p>How does the music make you feel?</p> <p>What musical instruments can you hear?</p> <p>Who was Charlie Chaplin?</p> <p>Which actions could be represented by a short sound?</p> <p>How do dynamics affect mood?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Move freely and creatively to music using a prop.</p> <p>Learn how beats can be grouped into patterns, and identify beat groupings in familiar songs.</p> <p>Create action patterns in 2- and 3-time.</p>	<p>Listen to Shostakovich's two Jazz suites - The Polka and The Waltz</p> <p>Introduce Shostakovich's 'Waltz II'. Play around with moving forward and back and side to side.</p> <p>Create their own action pattern in either 3- or 2-time, tapping different parts of their body - repeat their pattern a few times, the same each time.</p> <p>Pupils should create a repeating 2-time pattern by tapping their own knees on the first beat, and clapping their partner's hands on the second beat.</p>	<p>Tempo, meter, rhythm, beat, percussion, pattern, pitch, duration, dynamics</p>

			<p>Move freely and creatively to music using a prop.</p> <p>Understand and use notes of different duration.</p> <p>Understand and use dynamics.</p>	<p>Compose a soundtrack to a slip of a silent film.</p> <p>Watch a clip from the Lion's Cage film (without sound) identify actions that could be represented by a short sound.</p> <p>The lion's cage' - make a list of long sounds.</p> <p>Play along using just long sounds made from your pile of 'long sound makers', plus body percussion and voice.</p>	
<p><b>Summer1</b></p> <p><b>The Rockpool Rock</b></p>	<p>How can we adapt to changes in a song?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Learn an interlocking spoken part.</p> <p>Sing a rock 'n' roll-style song confidently.</p> <p>Play an introduction on tuned percussion.</p> <p>Listen actively and learn about rock 'n' roll music.</p>	<p>Introduction to the song and style of music - rock 'n' roll.</p> <p>Learn the Chorus in two parts.</p> <p>Learn Verse 3 and practise the Chorus.</p> <p>Learn an instrumental introduction.</p> <p>Practise the instrumental introduction and the song.</p> <p>Put it all together.</p>	<p>rock 'n' roll, structure, timbre.</p>
<p><b>Summer 2</b></p> <p><b>Tanczymy labada</b></p>	<p>What are the different ways music is enjoyed?</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>Learn the song and how to sidestep in a circle.</p> <p>Learn to play the game to Tańczymy labada.</p> <p>Invent new words and actions for Tańczymy labada and play an</p>	

		Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen with concentration and understanding to a range of high-quality live and recorded music.	accompaniment on tuned percussion. Learn a new singing game - Płynie statek.  Prepare a performance for other classes in the school.	
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