Music Curriculum Overview 2026-2027

Year	Autumn	Spring	Summer
Reception	Children will learn seasonal and topic related songs and rhymes throughout the year. They will have opportunities to compose and sing using percussion and some tuned instruments during their own learning time both in the classroom and outside.		
	Colours, Ourselves, vegetables/Autumn, Light and Dark; and Festivals	**Winter, If you go into the Woods, Spring Festivals including Chinese New Year, Bridges/new life/eggs (chicken life cycle)**	**Growing and Changing, life cycles: frog/human/butterfly/ Mini-beasts People who help us, Seaside**
Reception/ Year 1	**My favourite things: Keeping the pulse** 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.	**Fairytales: Sound patterns** 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.	**Superheroes: Pitch** Exploring pitch by identifying high and low notes and listening to contrasting musical sounds. Pupils experiment with combining different pitches to compose a simple superhero melody that reflects the character's personality and actions.
Year 2/3	**Reading rhythms: Patterns and layers** Exploring pulse, rhythm and body percussion while developing confidence in reading, creating and performing rhythmic patterns. Pupils build their understanding of note values and rests before composing, notating and performing their own four-beat rhythms as part of an ensemble.	**Inspired by India: Musical improvisations** Exploring traditional Indian music and the art of improvisation by 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.	**Reggae rhythms: Playing in a band** Discovering reggae through some of Bob Marley's most iconic songs, pupils learn 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.
Year 4	**Singing in parts: Loops and layers** 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.	**Musical motifs: Reading the stave** Developing an understanding of musical notation by learning how notes move higher and lower on the stave through reading, playing and composing short musical motifs. Pupils apply their understanding by recognising patterns within musical phrases, creating motifs for characters and performing compositions using stave notation.	**Music technology: Loop-based composition** Developing digital literacy through music technology, pupils create and manipulate musical loops. They turn simple motifs into catchy loops using Kapow Music Maker, a bespoke browser-based platform. Pupils layer sounds and compose complementary parts to create their own digital compositions.

Year 5	**Music in nature: Chords and melodies** 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.	**West African rhythms: Create, play and perform** 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.	**Stage and song: Storytelling through music** Exploring 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.
Year 6	**Four-chord pop: Playing in a band** Exploring the key features of pop music, including harmony, rhythm and ensemble performance, and how music can express shared feelings and experiences. Pupils develop vocal and instrumental skills before combining bass lines, chords, rhythms and harmonies to perform confidently as a pop band.	**Songs that speak: Lyrics and messages** Exploring how songs communicate messages through lyrics, musical elements and performance, using the song 'Hall of Fame' as a context for learning. Pupils analyse song lyrics, write and perform their own verses, accompany them with chords and refine their performances to communicate a clear message to an audience.	**Music technology: Film soundtracks** Exploring how music and film work together to create mood, atmosphere and meaning, pupils use Kapow Music Maker, a bespoke browser-based platform, to synchronise sound with video. They identify key musical features in film and enhance film clips with sound effects, loops and original musical ideas.