PRIMARY MUSIC CURRICULUM OVERVIEW 2025-2026

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**1. Ourselves** **2. Number**	**1. Animals** **2. Weather**	**1. Machines** 2. **Seasons**	**1. Our School** **2. Pattern**	**1. Storytime** 2. **Our Bodies**	**1. Travel** 2. **Water**
Key new knowledge	**1. Musical focus: Exploring sounds** Explore ways of using their voices expressively. Develop skills of singing while performing actions, and create an expressive story. **2. Musical focus: Beat** Develop a sense of steady beat through using movement, body percussion and instruments.	**1. Musical focus: Pitch** Develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create chant sounds and sequences. **2. Musical focus: Exploring sounds** Use voices, movement and instruments to explore different ways that music can be used to describe the weather.	**1. Musical focus: Beat** Explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. **2. Musical focus: Pitch** Develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.	**1. Musical focus: Exploring sounds** Explore sounds found in their school environment. They investigate ways to produce and record sounds. **2. Musical focus: Beat** Develop an understanding of metre – groups of steady beat – through counting, body percussion.	**1. Musical focus: Exploring sounds** Learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance. **2. Musical focus: Beat** Respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.	1. **Musical focus: Performance** Develop performance skills and learn songs. **2. Musical focus: Pitch** Use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**1. Ourselves** **2. Toys**	**1. Our Land** **2. Our Bodies**	**1. Animals** 2. **Number**	**1. Storytime** **2. Seasons**	**1. Weather** 2. **Pattern**	**1. Water** 2. **Travel**
Key new knowledge	**1. Musical focus: Exploring sounds** Discover ways to use their voices to describe feelings and moods. Create and notate vocal sounds, building to a performance. 2. **Musical focus: Beat** Move and play to a steady beat and to sound sequences. They learn to control changing tempo.	**1. Musical focus: Exploring sounds** Explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths. **2. Musical focus: Beat** Develop a sense of steady beat, respond to music and play rhythm patterns on body percussion and instruments.	**1. Musical focus: Pitch** Link movement with pitch movement to help develop understanding and recognition of changing pitch. They interpret pitch line notation using voices and tuned instruments. **2. Musical focus: Beat** Explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa and create their own body percussion, voices and instruments.	**1. Musical focus: Exploring sounds** Introduction to famous pieces to stimulate composition. Interpret a storyboard with sound effects, and develop their own ideas using voices and percussion. **2. Musical focus: Pitch** Develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.	**1. Musical focus: Exploring sounds** Create descriptive sounds and word rhythms with raps and songs. They create a descriptive class composition using voices and instruments. **2. Musical focus: Beat** Using simple notations to create and combine rhythms using body percussion and instruments.	**1. Musical focus: Pitch** Sing and play a variety of pitch shapes, using movement. They create a class descriptive music composition **2. Musical focus: Performance** Learn a song and accompany using voices and instruments. They listen to an orchestral piece and improvise their own descriptive music.
Assessment	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT:	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT:	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT:	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term:

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**1. Environment** **2. Building**	**1. Sounds** 2. **Poetry**	**1. China** **2. Time**	**1. In The Past** **2. Communication**	**Ukulele Magic:** **1. Meet My Ukulele** **2. Opening It Up**	**1. Ancient Worlds** **2. Food & Drink**
Key new knowledge	**1. Musical focus: Composition** Explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. **2. Musical focus: Beat** Explore and create rhythms. Play musical games, sing and compose music to build into a performance.	**1. Musical focus: Exploring sounds** Exploration of structure, timbre, how are sounds produced and classified? **2. Musical focus: Performance** Three contrasting poems are explored, children use voices, body percussion, instruments and movement to create their own expressive performances.	**1. Musical focus: Pitch** Explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year. **2. Musical focus: Beat** Develop understanding of beat, metre and rhythm. Combine melodic and rhythmic patterns.	**1. Musical focus: Pitch** The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies. **2. Musical focus: Composition** Learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps.	**1. Meet My Ukulele** Introduction to the different parts of the ukulele. Strumming open strings and picking open strings. **2. Opening It Up** Strumming simple rhythm patterns using down and up strokes.	**1. Musical focus: Structure** Perform a song cycle and a round, and compose their own ostinati. **2. Musical focus: Performance** Performing songs and chants. Composing word rhythms and singing a round.
Assessment	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT:	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT:	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: Playing together SUMMATIVE ASSESSMENT: Practical skills at end of ukulele project	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term:

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**1. Poetry** **2. Environment**	**1. Sounds** **2. Recycling**	**1. Building** **2. Around the World**	**1. Ancient Worlds** **2. Singing Spanish**	**Ukulele Magic:** **1. Our First Chord** **2. A Minor Miracle**	**1. Communication** **1. Time**
Key new knowledge	**1. Musical focus: Performance** Develop performances of continuing poems. Use voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance performance. **2. Musical focus: Composition** Seasons and the environment provide the stimuli for compositions. Create descriptive accompaniments and discover how the environment has inspired composers throughout history.	1. **Musical focus: Exploring sounds** After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing two-part songs, and perform a jazzy round. 2. **Musical focus: Structure** Improvise, compose and play junk jazz music in a variety of different musical styles.	1. **Musical focus: Beat** Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments. 2. **Musical focus: Pitch** Explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.	**1. Musical focus: Structure** Explore 20th century minimalist music inspired by the age of Akhenaten. Arrange and perform a layered pyramid structure. **2. Musical focus: Pitch** A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. The children explore part-singing and accompaniments in contrasting songs.	**1. Our First Chord** Introduction to the C chord. Down and up strokes, shuffle strums, thumb strums. 2. **A Minor Miracle** Introduction to Am chord. Simple strumming patterns and tremolo strum.	**1. Musical focus: Composition** Children create theme music to introduce the news. Using songs and raps to communicate news issues. 2. **Musical focus: Beat** Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**1. In the Past** 2. **Food and Drink** *Yr. 4 Music Express Unit 11 & 12*	**Our Community**	**Solar System**	**Life Cycles**	**Ukulele Magic: All Change**	**Keeping Healthy**
Key new knowledge	**1. Musical focus: Notation** The children use a variety of notations to build performances from different periods and styles. **2. Musical focus: Performance** Song performance.	**Musical focus: Performance** The song Jerusalem provides the basis for looking at changes through time. Compose and perform music inspired by local community, both past and present.	**Musical focus: Listening** Embark on a musical journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.	**Musical focus: Structure** Explore the human life cycle with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.	**All Change** Introduction to F chord. Playing using chords C, F and Am. Various strumming patterns.	**Musical focus: Beat** Put together an invigorating performance using new musical techniques.
Assessment	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT:	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT:	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: Playing together • SUMMATIVE ASSESSMENT: Practical skills at end of ukulele project	FORMATIVE ASSESSMENT: • DIRT time • Listening & appraising • Practical skills progress SELF ASSESSMENT: Practical skills PEER ASSESSMENT: SUMMATIVE ASSESSMENT: Practical skills at end of term:

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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	**World Unite**	**Journeys**	**At the Movies** *Yr. 5 Music Express Unit 5*	**Growth**	**Ukulele Magic: Three Chord Tricks**	**Ukulele Magic: Three Chord Tricks (continued)**
Key new knowledge	**Musical focus: Step dance performance** Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony, and take a trip around the world to celebrate the universal language of music.	**Musical focus: Song cycle performance** The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song cycle performance.	**Musical focus: Composition** Explore music from 1920s animated films to present day movies. Learn techniques for creating soundtracks and film scores, and compose their own movie music.	**Musical focus: Street dance performance** Explore Ravel's Bolero through rhythmical mine, learn songs with instrumental accompaniments.	**Three Chord Tricks** Playing the 12 bar blues in C. Playing using chords C, Am, F and G7. Various strumming patterns. Improvising on the blues scale.	**Three Chord Tricks** Playing and arranging music using chords C, Am, F and G7.
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