

Castle View Primary School Music Curriculum

EYFS – Expressive Arts and Design

EYFS Objectives 3-4 year olds- Nursery:

Music/ Drama

- To know nursery rhymes.
- To enjoy listening to music.
- To explore playing some musical instruments.
- To copy basic movements.
- To play a range of instruments to express their feelings and ideas.
- To engage in simple small world set ups in small groups.

EYFS Objectives Reception:

Music/ Drama

- To know a range of different songs.
- To begin to move to music.
- To explore changing the sounds of some musical instruments e.g. loud and quiet.
- To know the names of some musical instruments e.g. drum, egg shaker, tambourine.
- To begin to learn very short movements.
- To talk about how music makes them feel.
- To begin to create their own songs and dance moves in the provision.
- To initiate imaginative games using a range of resources and characters.

End of Nursery Goals:

- I can identify and name my colours.
- I can sing some nursery rhymes.
- I can use my imagination to role play.
- I can create music with instruments.
- I can experiment with drawing and painting tools to create a piece of art work.
- I can explore construction and junk modelling resources to create structures.

End of Reception Goals (ELG's):

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- To share their creations explaining the processes they have used
- To make use of props and materials when role playing characters in narratives and stories
- To invent, adapt and recount narratives and stories with peers and their teacher
- To sing a range of well-known nursery rhymes and songs
- To perform songs, rhymes, poems and stories with others and try to move in time to music

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Year 1

These six units provide a broad introduction to early music skills, helping pupils distinguish between speaking, chanting and singing voices while developing pitch matching through echo and call-and-response songs using a small, age-appropriate note range. Pupils explore dynamics, tempo and mood by singing contrasting songs, listening and responding to music, and using movement to internalise pulse and phrasing. They compose and perform simple four-beat rhythms inspired by themes such as minibeasts and fruit, using Ta and Ta-di rhythms and the notes so and mi, combining clapping, chanting and untuned percussion with backing tracks. Across the units, pupils build confidence in recognising and responding to tempo changes, warming up their voices, and preparing and delivering expressive vocal performances.

Unit 1: Start with singing – finding my singing voice

Unit 2: Singing together – how singing makes me feel

Unit 3: Compose and Create – exploring and performing rhythm patterns

Unit 4: Music and movement – Feeling the pulse and changing the tempo

Unit 5: Compose and create – high and low melodic responses

Unit 6: Singing for performance: Changing tempo and dynamics in our songs

Assessment Questions:

Which instruments have you played?

Do you know any other instruments?

What is your favourite instrument and why?

What songs have you performed?

Which was your favourite and why?

What is pitch?

What is duration?

What are dynamics?

What is tempo?

Can you name a famous composer?

What is your favourite genre of music so far? Why?

Key vocabulary:

Drum, guitar, piano, keyboard, glockenspiel, tambourine, triangle, flute, violin, saxophone, trumpet, recorder, maracas, pitch, dynamics, tempo, mood, high, low, time, loud, soft, speed, fast, slow

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Year 2

These six units deepen pupils' understanding of pitch, pulse, beat and rhythm through interactive singing games and movement activities. Pupils explore music in different contexts, including sea working songs, learning how call-and-response structures and a strong pulse support teamwork and collaboration. They investigate how timbre and rhythm can represent animals, listening to Carnival of the Endangered Animals and creating their own pieces using graphic scores. Pupils are introduced to pitch notation on a simplified three-line staff, identifying melodic shape and taking guided dictation. Through themed composition work, they replicate, reorder and improvise four-note melodies and rhythm patterns on pitched percussion, create pieces in ABA form, and add vocal ostinati to songs, developing ensemble skills, steady pulse and performance confidence.

- Unit 1: Start with singing – learning through singing games
- Unit 2: Singing together – how singing helps us work together
- Unit 3: Compose and Create – recording our musical ideas using a graphic score
- Unit 4: Music and movement – using symbols to represent pitch
- Unit 5: Compose and create – improvising with four notes
- Unit 6: Singing for performance: adding a simple vocal accompaniment

Assessment Questions:

- Which instruments have you played?
- Do you know any other instruments?
- What is your favourite instrument and why?
- What songs have you performed?
- Which was your favourite and why?
- What is pitch?
- What is duration?
- What are dynamics?
- What is tempo?

- Can you name a famous composer?
- What is your favourite genre of music so far? Why?

Key vocabulary:

Drum, guitar, piano, keyboard, glockenspiel, tambourine, triangle, flute, violin, saxophone, trumpet, recorder, maracas, pitch, dynamics, tempo, mood, high, low, time, loud, soft, speed, fast, slow

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Year 3

These units develop pupils' understanding of texture, ensemble performance and composition through layered singing and percussion work. Pupils add untuned percussion, drones and melodic ostinati to songs and chants, identify rhythmic ostinati in listening examples, and describe how texture is built. They explore how singing brings communities together to tell stories, express emotions and mark significant events, performing a range of songs that reflect different moods. Through rhythm grids and group work inspired by percussive performances, pupils compose and perform complex rhythmic patterns. They discover the global use of the pentatonic scale, singing songs from different continents, notating on a simplified three-line stave, and composing melodies on tuned percussion. The units culminate in singing in two parts, including canons, rounds and partner songs, building confidence, independence and secure ensemble skills.

Unit 1: Start with playing – adding percussive layers to build texture in our songs

Unit 2: Singing together – how songs are used in communities

Unit 3: Compose and Create – notating and performing using rhythm grids

Unit 4: Playing together – building texture with melody, drone and ostinato

Unit 5: Compose and create – major pentatonic melodies

Unit 6: Singing for performance: holding a second part in rounds and partner songs

Assessment Questions:

What is pitch and can you demonstrate different pitches of music using instruments or your voice?

What is duration and how can this affect a piece of music and the audience?

How do dynamics influence a piece of music?

How might the change in tempo affect the mood of music?

Can you name a famous composer?

What is your favourite genre of music and why?

What is: pitch, duration, dynamics, tempo, timbre, texture, structure?

What live music have you experienced and what did you think about it?

How has music changed over time?

Key vocabulary:

Pitch, duration, dynamics, tempo, timbre, texture, structure

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Year 4

These units deepen pupils' understanding of tonality, harmony, storytelling and ensemble performance. Pupils explore major and minor keys through singing and adding pitched percussion accompaniments, and develop narrative skills by analysing how dynamics, tempo and pitch convey character and emotion in songs from theatre and opera. They are introduced to the elements of Hindustani classical music, learning about tala through spoken bols, improvising simple raags, and adding drone accompaniments to create texture. Pupils strengthen ensemble and rehearsal skills using professional strategies, explore the major pentachord on tuned percussion to compose and notate melodies, and celebrate harmony through rounds, partner songs, ostinati and countermelodies, learning how layered pitches combine to create rich, balanced performances.

Unit 1: Start with playing – adding layers to major and minor songs

Unit 2: Singing together – how stories are shared through song

Unit 3: Compose and Create – improvising with Hindustani classical music

Unit 4: Playing together – effective rehearsing as part of an ensemble

Unit 5: Compose and create – composing a major melody on a staff

Unit 6: Singing for performance: discovering different ways to sing in harmony

What is pitch and can you demonstrate different pitches of music using instruments or your voice?

What is duration and how can this affect a piece of music and the audience?

How do dynamics influence a piece of music?

How might the change in tempo affect the mood of music?

Can you name a famous composer?

What is your favourite genre of music and why?

What is: pitch, duration, dynamics, tempo, timbre, texture, structure?

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Year 5

These units develop advanced layering, stylistic awareness and compositional confidence. Pupils rehearse contrasting songs in multiple parts, sustaining independent pitch and pulse as textures expand to four and five parts with tuned percussion. They explore music's power to unite communities in sacred spaces, sporting events and concerts, shaping emotive performances through lyrical understanding. Minimalism is introduced through the study of In C, inspiring group compositions built from repetitive musical cells, while beatboxing expands vocal technique through layered vocal percussion and environmental sounds. Pupils deepen their understanding of minor tonality by composing melodies using the minor pentachord, informed by analysis of Britten's Old Abram Brown. The concept of syncopation is explored through movement and performance, as pupils contrast straight and offbeat rhythms and use syncopated patterns as accompaniments to songs.

Unit 1: Sing, play, perform – adding tuned accompaniment to part-singing

Unit 2: Singing together – how songs unite us

Unit 3: Compose and Create – creating and combining minimalist cells

Unit 4: Playing together – discovering different vocal timbres

Unit 5: Compose and create – composing a minor melody on a staff

Unit 6: Singing for performance: syncopation in songs

What is pitch and can you demonstrate different pitches of music using instruments or your voice?

What is duration and how can this affect a piece of music and the audience?

How do dynamics influence a piece of music?

How might the change in tempo affect the mood of music?

Can you name a famous composer?

What is your favourite genre of music and why?

What is: pitch, duration, dynamics, tempo, timbre, texture, structure?

What live music have you experienced and what did you think about it?

How has music changed over time?

Key vocabulary:

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texture, structure

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Year 6

These units broaden pupils' rhythmic, improvisational and stylistic understanding through global and genre-based exploration. Pupils perform contrasting world rhythm patterns using body and untuned percussion, layering rhythms while maintaining a secure pulse. They develop improvisation skills by listening to jazz ensembles and using the minor pentatonic scale on pitched percussion, applying techniques such as repetition and sequencing. Through studying music that fuses different genres, pupils combine stylistic ideas within ensemble performances. They explore theme and variations by composing their own variations on a simple theme, inspired by works such as The Young Person's Guide to the Orchestra. Alongside this, pupils refine their vocal technique, rehearse harmony lines to a high standard, and evaluate their performances to communicate style with accuracy and confidence.

Unit 1: Sing, play, perform – accompanying songs with polyrhythms

Unit 2: Singing together – music that comments on social change

Unit 3: Compose and rehears – improvising with the minor pentatonic scale

Unit 4: Playing together – arranging and rehearsing a fusion performance

Unit 5: Compose and create – creating melodic variations based on a theme

Unit 6: Singing for performance – conveying emotion and character through performance

What is pitch and can you demonstrate different pitches of music using instruments or your voice?

What is duration and how can this affect a piece of music and the audience?

How do dynamics influence a piece of music?

How might the change in tempo affect the mood of music?

Can you name a famous composer?

What is your favourite genre of music and why?

What is: pitch, duration, dynamics, tempo, timbre, texture, structure?

What live music have you experienced and what did you think about it?

How has music changed over time?

Key vocabulary:

Pitch, duration, dynamics, tempo, timbre,
texture, structure