

SPRING HILL MUSIC CURRICULUM-

EYFS

SPRING 1

MUSIC AND MOVEMENT

Children to come up with actions to well known songs, learn how to move to a beat and express feelings and emotions through movement to music.

Lesson 1 – Action Songs

To understand why songs, have actions.

To learn some simple Makaton signs to accompany a song.

Lesson 2 – Finding the beat

To explore beat through body movement.

To express feelings and emotions through movement to music.

Lesson 3 – Exploring Tempo

To explore beat through body movement.

To express feelings and emotions through movement to music.

Lesson 4 – Exploring tempo and pitch through dance

To explore pitch and tempo through scarf dancing and body movement.

To express feelings and emotions through movement to music.

Lesson 5 – Music and movement performance

To perform action songs to a small audience.

AUTUMN 1

EXPLORING SOUND

Explore how to use our voice and bodies to make sounds experimenting with tempo and dynamics when playing instruments, identify sounds in the environment and differentiate between them.

Lesson 1 – Vocal Sounds

To explore using voices to make a variety of sounds.

Lesson 2 – Body Sounds

To explore how to use our bodies to make sounds.

Lesson 3 – Instrumental Sounds

To explore the sounds of different instruments.

Lesson 4 – Environmental Sounds

To identify sounds in the environment and differentiate between them.

Lesson 5 – Nature Sounds

To use voices to imitate nature sounds.

SUMMER 1

TRANSPORT

Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

Lesson 1 – Exploring different types of transport

To explore creating sound effects.

Lesson 2 – Trains

To explore making sounds at different speeds.

Lesson 3 – Boats

To explore moving to different tempos.

Lesson 4 – Cars

To interpret symbols to show a change in speed.

Lesson 5 – Transport Journey

To interpret a simple score to show tempo changes.



SPRING HILL MUSIC CURRICULUM-

EYFS

SPRING 2

MUSICAL STORIES

Based on traditional children's tales and songs. Moving to music with instructions, changing movements to match tempo, pitch or dynamics of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.

Lesson 1 – Moving to music

To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.

To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.

To talk about how a piece of music makes you feel.

Lesson 2 – Storytelling with actions

To use actions to retell a story to music.

To sing and perform a group song.

Lesson 3 – Using instruments to represent actions

To learn how instruments can represent a certain mood, character or action. To experiment with the sounds of different instruments.

Lesson 4 – Musical Story Composition

To create a musical story based upon a familiar routine.

To use instruments to represent moods or actions.

To play an instrument as part of a group story.

Lesson 5 – Musical story performance

To create a musical story based upon a familiar routine.

To use movement to express moods or actions within a musical story.

To play an instrument as part of a musical story and perform as a group.



SUMMER 3

BIG BAND

What makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

Lesson 1 – What makes an instrument?

To discuss what makes a musical instrument.

To use recyclable materials to create a simple representation of a musical instrument.

Lesson 2 – Introduction to an Orchestra

To learn what an orchestra is.

To learn about the four different groups of musical instruments.

Lesson 3 – Follow the beat

To copy and follow a beat.

To follow a beat using an untuned instrument.

Lesson 4 – Tuned and untuned instruments

To experiment with playing tuned and untuned instruments.

To play in time to familiar songs.

Lesson 5 – Big Band performance

To choose appropriate instruments to represent different parts of a song.

To perform a practised song to a small audience.

AUTUMN 2

CELEBRATION MUSIC

Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.

Lesson 1 – Diwali Music

To learn about music from another culture, particularly when related to the festival of Diwali.

To respond to music with movement.

Lesson 2 – Hanukkah Music

To learn about music from another culture, particularly when related to the festival of Hanukkah.

To learn the names of some traditional Jewish musical instruments.

To play and move to traditional Jewish Hanukkah music.

Lesson 3 – Kwanzaa Music

To learn about music from another culture, particularly when related to the festival of Kwanzaa.

To take part in a traditional call and response song.

To find classroom objects to use as drums and play in response to African music.

Lesson 4 – Traditional Christmas Music

To learn about traditional Christmas music.

To take part in a group song involving singing, voice sounds and playing instruments.

To sing and move to a Christmas song.

Lesson 5 – Christmas Action Songs

To suggest appropriate actions to match song lyrics.

To sing and move to Christmas songs.

SPRING HILL MUSIC CURRICULUM- YEAR 1



AUTUMN 1

How can we use sounds to make music?

Lesson 1 :

To know how to follow instructions from a conductor

Lesson 2:

To know what duration means (long and short)

Lesson 3:

To know how to make sounds of different lengths (voice and instruments)

Lesson 4:

To know what pitch means (high and low).
To know how to copy and change from one pitch to another (instruments and voices)

Lesson 5:

To know what pulse means.

Lesson 6:

To know what rhythm is and the difference between pulse and rhythm.

SPRING 1

What is a rhythm?

Lesson 1:

To know how to find the pulse in a piece of music.

Lesson 2:

To know that rhythm is a sequence of long and short sounds.

To know how to repeat and join in with a rhythm.

Lesson 3:

To know how to create different types of sounds (long and short, loud and quiet, high and low).
To know how to find the pulse in a piece of music.

Lesson 4

To know how musical patterns work.

Lesson 5

To know how to create our own musical rhythmic patterns.

SUMMER 1

Are all sounds the same?

Lesson 1:

To know what timbre means
To know how to describe different timbre sounds using key words (rough/smooth/hard/soft)

Lesson 2:

To know how to create different timbre sounds that link to key words (rough/smooth/hard/soft)

Lesson 3:

To know how to create different symbols and colours that link to different pitched notes (flower petals melodies)

Lesson 4:

To know how to arrange musical sounds and symbols to create a piece of music.

Lesson 5:

To know how to repeat and join in with a rhythm.

SPRING HILL MUSIC CURRICULUM- YEAR 1



AUTUMN 2

What makes a good choir?

Lesson 1:

To know what a melody is.

Lesson 2:

To know how to follow instructions from a conductor

Lesson 3:

To know how to follow a melody

Lesson 4:

To know how to copy and change from one pitch to another

Lesson 5:

To know how to make sounds of different lengths (voice)

Lesson 6:

To know what dynamics are (loud/forte and quiet/piano)

SPRING 2

What is a composer?

Lesson 1:

To know how composers use sequences or patterns to make music. (dynamics)

Lesson 2

To know how composers use symbols (graphic scores) to create music.

Lesson 3:

To know how to create symbols that link to musical sounds and ideas

Lesson 4

To know how to arrange musical sounds and symbols to create a piece of music

Lesson 5:

To know how to read symbols to play a piece of music (Shakers, claves)

Lesson 6:

To know how to perform a piece of music in front of an audience

SUMMER 2

How do I control my voice?

Lesson 1:

To know what a melody is.

To know how to follow a melody.

Lesson 2:

To know how to follow instructions from a conductor.

Lesson 3:

To know how to copy and change from one pitch to another using vocals.

Lesson 4:

To know how to make sounds of different lengths (voice).

SPRING HILL MUSIC CURRICULUM- YEAR 2



AUTUMN 1

What do these symbols mean?

Lesson 1:

To know how composers use sequences or patterns to make music.

Lesson 2:

To know how to make sounds of different lengths to create rhythms using voice and instruments

Lesson 3:

To know how to create symbols that link to musical sounds and ideas

Lesson 4:

To know how to read symbols to play a piece of music

Lesson 5:

To know how to arrange musical sounds and symbols to create a piece of music

Lesson 6:

To know how to follow a graphic score with instruments and vocal sounds.

SPRING 1

How can technology help us to
make music?

Lesson 1:

To know how to start and stop sounds using technology

Lesson 2:

To know how to create a mixture of different sounds using music technology

Lesson 3:

To know how to arrange short rhythmic phrases using music technology

Lesson 4:

To know how to arrange a sequence of sounds using music technology

Lesson 5:

To know what chant is.

Lesson 6:

To know how a chant can compliment music.

SUMMER 1

What makes a good songwriter?

Lesson 1:

To know how to copy and change between pitches.

Lesson 2:

To know how to sing different length notes.

Lesson 3:

To know the difference between pulse and rhythm in a piece of music.

Lesson 4:

To know how to identify and describe changes in timbre, dynamics and pitch.

Lesson 5:

To know how to create rhythmic and melodic musical patterns.

Lesson 6:

To know how to follow a melody with increasing accuracy.

SPRING HILL MUSIC CURRICULUM- YEAR 2



AUTUMN 2

What makes a good musical performer?

Lesson 1 :

To know how to copy and change between pitches.

Lesson 2:

To know how to sing different length notes.

Lesson 3:

To know how to follow a melody with increasing accuracy.

Lesson 4/5:

To know how to follow instructions from a conductor.

Lesson 6:

To know how to perform to a high standard .

SPRING 2

Where in the world are these instruments from?

Lesson 1

To know the difference between pulse and rhythm in a piece of music.

To know how to repeat short rhythmic phrases on instruments

To know how to play rhythms accurately in time to a pulse

Lesson 2

To know how to create short rhythmic phrases

To know how to create melodies on instruments (djembe, xylophones, thumb pianos, boom whackers)

Lesson 3-4

To know how to combine melodies with accompanying rhythms

Lesson 5

To know how to perform their own pieces of music in front of an audience

SUMMER 2

Chants and Rhymes

Lesson 1:

To know what a chant is. (rhythm)

To know how to follow a chant expressively.

Lesson 2:

To create a rhythmic chant

Lesson 3:

To know how to chant different length notes with increasing control.

Lesson 4:

To know the difference between a chant and a rhyme.

Lesson 5:

To know how to copy and change between pitches.

Lesson 6:

To experiment with rhythm in both chants and rhymes.

SPRING HILL MUSIC CURRICULUM-

YEAR 3



AUTUMN 1

Can you keep to the beat?

Lesson 1:

To know how to use duration, timbre, pitch, beat, tempo, texture and the use of silence to describe music.

Lesson 2:

To know how to describe likes and dislikes in music using musical terms.

Lesson 3:

To know how to sing clearly and in tune with control.

Lesson 4:

To know how to use non-standard symbols to indicate when to play and rest.

Lesson 5:

To know how to play notes on an instrument clearly and with control as part of a group.

Lesson 6

To know how to keep to a beat in a solo performance

SPRING 1

What do different pitches look like when written?

Lesson 1:

To know what a staff and a stave are.

To know how to identify the notes EGBDF and FACE on the musical stave.

Lesson 2:

To know what a quaver, crotchet, minim and semibreve are.

To know how many beats a quaver, crotchet, minim and semibreve represent.

Lesson 3:

To know how to choose, order, combine and control sounds to create an emotion.

Lesson 4:

To know how to clearly play repeated melodies on a range of instruments.

Lesson 5:

To know how to play an instrument confidently as part of a group.

SUMMER 1

How can melodies change how we feel?

Lesson 1

To know how to read and play the notes of the stave on a melody instrument.

Lesson 2:

To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern.

Lesson 3:

To know how layers of sounds affect moods and feelings and compose one.

Lesson 4:

To know what a drone is.

To know how to play a drone to accompany a melody.

Lesson 5:

To know how to make abstract sounds on an instrument. to create an effect.

Lesson 6

To know how to sing songs with control and awareness of others.

SPRING HILL MUSIC CURRICULUM- YEAR 3



AUTUMN 2

How is music written?

Lesson 1:

To know what a quaver, crotchet, minim and semibreve is.

To know how many beats a quaver, crotchet, minim and semibreve represent.

Lesson 2:

To know how to create a repeated rhythm

To know how to play a repeated rhythm on a range of instruments.

Lesson 3:

To know how to choose, order, combine and control sounds to create an effect.

Lesson 4:

To know how to sing clearly, confidently and in tune.

Lesson 5:

To know how to perform, with control, as an ensemble.

SPRING 2

How do we sequence a piece of music?

Lesson 1:

To know how layers and sequences of sounds affect moods and feelings.

Lesson 2:

To know how to describe the moods and feelings the music displays.

Lesson 3:

To know how to use digital technologies to create sequences of sound.

Lesson 4:

To know how digital technologies can be used to compose pieces of music (Charanga Music Apps).

Lesson 5:

To know how to create an accompaniment to a melody using music technology (Garageband).

SUMMER 2

How can I become a better performer?

Lesson 1:

To know what makes a great composer or musician.

Lesson 2:

To know about great composers in the history of music.

Lesson 3:

To know how to develop more accuracy and control in singing.

Lesson 4:

To know how to write and perform a song.

Lesson 5:

To know how to choose, order, combine and control sounds to create an accompaniment for a song.

Lesson 6:

To know how to sing a song from memory.

SPRING HILL MUSIC CURRICULUM- YEAR 4



AUTUMN 1

How do you play the guitar? (Part One).

Lesson 1:

To know how to hold and play notes on an instrument correctly (guitar)

Lesson 2:

To know how to read and play the notes of the stave on a melody instrument (guitar).

Lesson 3:

To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern.

Lesson 4:

To know how to play together as an ensemble.

Lesson 5:

To know how to identify and describe different musical elements within a piece of music.

SPRING 1

How is sound created?

Lesson 1:

To know how layers of sounds affect moods and feelings and to be able to describe these.

Lesson 2:

To describe the purpose of a piece of music.

Lesson 3:

To know how digital technologies can compose pieces of music.

Lesson 4:

To know how to use digital technologies to create sequences of sounds.

Lesson 5:

To know how to create accompaniment to a melody using music technology (Garageband).

SUMMER 1

How has music changed over time?

Lesson 1:

To know how different musical elements can change the mood of a piece of music.

Lesson 2:

To know the role of music in different events or occasions.

Lesson 3:

To know how musicians gather inspiration for their compositions.

Lesson 5:

To know how music technicality has developed over time

Lesson 6:

To know how genres of music have developed over time.

SPRING HILL MUSIC CURRICULUM- YEAR 4



AUTUMN 2

How do you play the guitar? (Part Two).

Lesson 1:

To know how to play notes on the instrument carefully and clearly (guitar)

Lesson 2/3:

To know how to read and play the notes of the stave together as an ensemble.

Lesson 4:

To know how to play rhythms using crotchets, minims and semibreves as a repeated pattern.

Lesson 5:

To know how to listen with attention to detail to describe music.

Lesson 6:

To know how the history of music has impacted on string music today.

SPRING 2

Is there a song for EVERY occasion?

Lesson 1:

To know how to identify and describe different musical elements within a piece of music.

Lesson 2:

To know how different musical elements can change the mood of a piece of music.

Lesson 3:

To know the role of music in different events or occasions.

Lesson 4:

To know how to sing confidently and perform a song from memory with awareness of others.

Lesson 5:

To know how drones can be used in music.

To know how to create a drone with a melody above it.

SUMMER 2

Can we make music without instruments?

Lesson 1

To explore abstract sounds on a variety of sound sources (junk instruments and body percussion).

Lesson 2:

To know how to choose, order, combine and control sounds to create an effect on a variety of sound sources (junk instruments and body percussion).

Lesson 3:

To know how to play together as an ensemble.

Lesson 4:

To know how to sing more complex melodies with a higher level of accuracy.

Lesson 5:

To know how to sing and perform a song from memory with control and awareness of others.

SPRING HILL MUSIC CURRICULUM- YEAR 5



AUTUMN 1

How do I read music?

- Lesson 1:
To know the job of a time signature.
- Lesson 2:
To know the purpose of and how to use the pentatonic scale to create an ostinato.
- Lesson 3:
To know how to read musical notation on a stave.
- Lesson 4:
To know how to write musical notation on a stave.
- Lesson 5:
To know how to use chords to support melodies
- Lesson 6
To know how to create rhythmic patterns using a variety of timbres to fit the mood of the music.
- Lesson 7
To know how to follow a conductor and/or visual musical cues (film).

SPRING 1

Can music tell a story?

- Lesson 1:
To know what a treble and bass clef is.
To know what sharps and flats look like and the mood they create.
- Lesson 2:
To know how to create rhythmic patterns using a variety of timbres to fit the mood of the music.
- Lesson 3:
To use a variety of musical elements to create a piece of music with a certain mood.
- Lesson 4:
To know how to use expression in musical playing and singing.
- Lesson 5:
To know how to follow a conductor and/or visual musical cues (film).

SUMMER 1

How do you play the guitar? (Part Three)_

- Lesson 1:
To know how to read and play an increasing variety of notes of the stave on a melody instrument (guitar).
- Lesson 2/3:
To know how to play increasingly challenging rhythms using crotchets, minims and semibreves.
- Lesson 4:
To know the purpose of a piece of music.
- Lesson 5:
To listen with attention to detail to describe a piece of music using musical vocabulary.

SPRING HILL MUSIC CURRICULUM- YEAR 5



AUTUMN 2

How can we combine melody, rhythm and chords to compose music?

Lesson 1

To know what sharps and flats look like and what they mean practically.

Lesson 2:

To know how to use different time signatures.

Lesson 3:

To know how to use harmony to accompany a melody.

Lesson 4:

To know how to accompany a melody or rhythm with a drone.

Lesson 5:

To know how to use chords to support melodies.

Lesson 6:

To know how to create rhythmic patterns using a variety of timbres to fit the mood of the music.

SPRING 2

What makes an all round musician?

Lesson 1:

To know about how music is used in different cultural settings.

Lesson 2:

To know and be able to use a wide range of musical vocabulary to describe a piece of music.

Lesson 3:

To know how to use expression in musical playing.

Lesson 4:

To know how to play solos or as part of an ensemble.

Lesson 5

To know what harmony is.

To know how to use harmony to accompany a melody.

Lesson 6:

To know how to sing in a round.

SUMMER 2

How do you play the guitar? (Part Four)

Lesson 1

To know how to read and play an increasing variety of notes of the stave on a melody instrument (guitar).

Lesson 2:

To know how to play increasingly challenging rhythms using crotchets, minims and semibreves as a repeated pattern.

Lesson 3

To know how to describe music using a wide range of musical vocabulary.

Lesson 4: To know about how music is used in different cultural settings.

Lesson 5:

To know how to play solos or as part of an ensemble.

SPRING HILL MUSIC CURRICULUM- YEAR 6



AUTUMN 1

What is the role of music in our lives?

Lesson 1:

To know about how music is used in different cultural settings.

Lesson 2:

To know how lyrics impact on the meaning of a song and its place in culture and society.

Lesson 3:

To know how to use a wide range of musical vocabulary to describe a piece of music.

Lesson 4:

To know how to use breathing to sing with control and skill.

Lesson 5:

To know what expression is in music and use it in playing.

Lesson 6:

To know how to explore different timbres and other musical elements to gain a desired effect.

SPRING 1

Have you got rhythm?

Lesson 1:

To know how to play a variety of rhythms using quavers, crotchets, minims and semibreves on an array of instruments.

Lesson 2:

To know how to play rhythms from memory with a high level of accuracy.

Lesson 3:

To know how to write our own rhythmic patterns using musical notation with an awareness of timbre and duration.

Lesson 4:

To know how to play solos or as part of an ensemble.

Lesson 5:

To know how to sing in a round.

Lesson 6:

To know how to perform with skilful playing and a control and awareness of others.

SUMMER 1

How do you play the guitar? (Part Five).

Lesson 1:

To know how to describe music using a variety of different musical elements.

Lesson 2:

To know how to play an increasing variety of notes on the instrument carefully and clearly (guitar)

Lesson 3

To know how to play increasingly challenging rhythms using crotchets, minims and semibreves as a repeated pattern.

Lesson 4:

To know how to play together as an ensemble, following a conductor and staying in time together.

Lesson 5:

To know how to play from memory with a higher level of accuracy.

SPRING HILL MUSIC CURRICULUM- YEAR 6



AUTUMN 2

What is a Music Leader?

Lesson 1:

To know the role of a music producer.

Lesson 2:

To know how to use a wide range of musical vocabulary to describe a piece of music.

Lesson 3

To know the role of a conductor and follow as a soloist and as part of an ensemble.

Lesson 4:

To know how to lead a piece of music as a conductor.

Lesson 5:

To know how to sing from memory with a higher level of accuracy.

Lesson 6:

To know how to perform with skilful singing and control and awareness of a conductor.

SPRING 2

Am I a songwriter?

Lesson 1:

To know about song structure and identify a verse or chorus in a song.

Lesson 2:

To know how lyrics impact on the meaning of a song and its place in culture and society.

Lesson 3:

To know and understand the relationship between lyrics and melody.

Lesson 4:

To know how to compose a verse and a chorus for a song.

Lesson 5:

To know how to perform with skilful singing and a control and awareness of a conductor.

Lesson 6:

To know how to use breathing to sing with control and skill.

SUMMER 2

How do you play the guitar? (Part Six).

Lesson 1:

To know what a time signature is and what its job is.

Lesson 2:

To know how to read and play an increasing variety of notes of the stave on a melody instrument (guitar).

Lesson 3

To know how to play the pentatonic scale on a melodic instrument (guitar)

Lesson 4:

To know how to create a piece of music using drones and melodic ostinati (based on the pentatonic scale)

Lesson 5:

To know how to play from memory with a higher level of accuracy.

Lesson 6:

To know how to perform with skilful playing and a control and awareness of others.