

Music Curriculum Content Map – 2025/2026

	Autumn Term	Spring Term	Summer Term
EYFS	Exploring Sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them. ween them. Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. Music and Movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Musical Stories A unit based on traditional childrens’ tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic 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. Big Band Learning about 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.
Year 1	Pitch-Superhero’s Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After	Sound Patterns-Fairy tales Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound	Music Symbols- Under the sea Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious

	identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.	patterns to retell the fairy tale, bringing the story to life through sound and movement.	underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.
Year 2	Instruments – Musical Storytelling Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.	Call and response: Theme animals Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.	Singing – On This Island Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.
Year 3	Creating compositions in response to an animation. Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	Pentatonic melodies and composition (Theme: Chinese New Year). Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	Ballads Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.
Year 4	Body and Tuned Percussion: Rainforests	Samba and carnival sounds and instruments: South America	Changes in Pitch, Tempo & Dynamics: Rivers

	Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.
Year 5	South and West Africa Learning ‘Shosholoza’, a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Compositions for the festival of colour Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Musical Theatre An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.
Year 6	Songs of World War 2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Composing and performing a Leavers’ song Creating their own leavers’ song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.