



Whole School Curriculum Map 2025-26

Music

	Aut 1	Aut2	Sp1	Sp2	Su1	Su2	Diversity and Cultural Capital	Links to subjects
<p>Alongside music lessons the children should be taught:</p> <ul style="list-style-type: none"> -Song of the week -Instrument of the month -Djembe drum call and response lessons -Fun exploration music lessons in music room -Lessons can be taught together as a music morning/day. Topics can be taught in any order to suit the class wants and needs. 								
N	<p><u>Settle children into school</u></p> <p>To listen to a range of nursery rhymes.</p> <p>To explore different instruments.</p> <p>To play a range of listening games.</p> <p>To go on sound walks and explore what they can hear.</p> <p>To explore the role play and stage area.</p>	<p><u>Celebration music</u></p> <p>Lesson 1: -To learn about music from another culture, particularly when related to the festival of Diwali</p> <p>-To respond to music with movement</p> <p>Lesson 2: -To learn about music from another culture, particularly when related to the festival of Hanukkah.</p> <p>-To learn the names of some traditional Jewish</p>	<p><u>Exploring sound</u></p> <p>Lesson 1: -To explore using voices to make a variety of sounds.</p> <p>Lesson 2: -To explore how to use our bodies to make sounds</p> <p>Lesson 3: -To explore the sounds of different instruments.</p>	<p><u>Exploring sound</u></p> <p>Lesson 4: -To identify sounds in the environment and differentiate between them.</p> <p>Lesson 5: -To use voices to imitate nature sounds.</p>	<p><u>Music and movement</u></p> <p>Lesson 1: -To understand why songs have actions</p> <p>-To learn some simple Makaton signs to accompany a song</p> <p>Lesson 2: -To explore beat through body movement</p> <p>-To express feelings and emotions through movement to music</p>	<p><u>Music and movement</u></p> <p>Lesson 4: -To explore pitch and tempo through scarf dancing and body movement</p> <p>-To express feelings and emotions through movement to music</p> <p>Lesson 5: -To perform action songs to a small audience</p> <p>Celebration music (Link to Africa Topic)</p> <p>Lesson 3:</p>	<p>-Djembe drum lessons</p> <p>-Introduction to different religions and the music they use to celebrate.</p>	<p>Celebration music- Can link to RE</p> <p>Exploring sound- can link to geography/science</p> <p>Music and movement- can link to PSHE</p>



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		<p>musical instruments. -To play and move to traditional Jewish Hanukkah music.</p> <p>Lesson 4: -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</p> <p>Lesson 5: -To suggest appropriate actions to match song lyrics. -To sing and move to Christmas songs</p>			<p>Lesson 3: -To explore beat through body movement -To express feelings and emotions through movement to music</p>	<p>-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</p>		
R	<p><u>Musical stories</u></p> <p>Lesson 1: -To listen to the lyrics and melody: "Teddy Bear's"</p>	<p><u>Musical stories</u></p> <p>Lesson 4: -To create a musical story</p>	<p><u>Transport</u></p> <p>Lesson 1: -To explore creating sound effects.</p>	<p><u>Transport</u></p> <p>Lesson 4: -To interpret symbols</p>	<p><u>Big band</u></p> <p>Lesson 1: -To discuss what makes a musical instrument</p>	<p><u>Big band</u></p> <p>Lesson 4: -To experiment with playing tuned and</p>	<p>-Djembe drums lesson</p> <p>-Indian classical music</p>	



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<p>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.</p> <p>Lesson 2: -To use actions to retell a story to music -To sing and perform a group song</p> <p>Lesson 3: -To learn how instruments can represent a certain mood, character or action</p>	<p>based upon a familiar routine -To use instruments to represent moods or actions -To play an instrument as part of a group story</p> <p>Lesson 5: -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</p>	<p>Lesson 2: -To explore making sounds at different speeds.</p> <p>Lesson 3: -To explore moving to different tempos.</p>	<p>to show a change in speed. Lesson 5: -To interpret a simple score to show tempo changes.</p>	<p>-To use recyclable materials to create a simple representation of a musical instrument</p> <p>Lesson 2: -To learn what an orchestra is -To learn about the four different groups of musical instruments</p> <p>Lesson 3: -To copy and follow a beat -To follow a beat using an untuned instrument</p>	<p>untuned instruments -To play in time to familiar songs</p> <p>Lesson 5: -To choose appropriate instruments to represent different parts of a song. -To perform a practised song to a small audience.</p>	<p>-Chinese New Year songs -Perform songs for neighbours -Weekly singing assembly -After Big Band unit- visit from an Orchestra</p>	
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	-To experiment with the sounds of different instruments							
Y1	<p align="center"><u>Keeping the pulse</u> (my favourite things)</p> <p>Lesson 1: -To demonstrate an understanding of pulse using parts of the body.</p> <p>Lesson 2: -To keep a pulse and show a sound pattern using bodies and voices.</p> <p>Lesson 3: -To explore using a thinking voice to show the pulse.</p>	<p align="center"><u>Keeping the pulse</u> (my favourite things)</p> <p>Lesson 4: -To play short rhythms in time with the pulse.</p> <p>Lesson 5: -To demonstrate an understanding of pulse through performance.</p>	<p align="center"><u>Sound patterns</u> (fairytales)</p> <p>Lesson 1: -To explore and change dynamics using the voice.</p> <p>Lesson 2: -To experiment with creating different sounds using a single instrument.</p> <p>Lesson 3: -To read simple rhythmic patterns comprising of one beat sounds and one beat rests.</p>	<p align="center"><u>Sound patterns</u> (fairytales)</p> <p>Lesson 4: -To play sound patterns in time with the pulse using a visual stimulus.</p> <p>Lesson 5: -To show awareness of different roles when performing in a group performance.</p>	<p align="center"><u>Pitch</u> (superheroes)</p> <p>Lesson 1: -To identify high and low-pitched sounds.</p> <p>Lesson 2: -To explore pitch by creating two-pitch patterns.</p> <p>Lesson 3: -To demonstrate tempo changes.</p>	<p align="center"><u>Pitch</u> (superheroes)</p> <p>Lesson 4: -To create a superhero theme tune with a variety in tempo and pitch.</p> <p>Lesson 5: -To perform a piece of superhero music showing a change of pitch and tempo.</p>	<p>-Djembe drums lessons</p> <p>-Junk orchestra</p> <p>-Perform songs for neighbours</p> <p>-Weekly singing assembly</p> <p>-Irock</p> <p>-Piano lessons</p>	
Y2	<p align="center"><u>Call and Response</u> 'Animals'</p> <p>Lesson 1: Animal Sounds</p>	<p align="center"><u>Call and Response</u> 'Animals'</p>	<p align="center"><u>Instruments</u> 'Musical Storytelling'</p> <p>Lesson 1: Listening for</p>	<p align="center"><u>Instruments</u> 'Musical Storytelling'</p> <p>Lesson 4: Using Sound to</p>	<p align="center"><u>Structure</u> 'Myths and Legends'</p> <p>Lesson 1: reading and</p>	<p align="center"><u>Structure</u> 'Myths and Legends'</p>	<p>-Djembe drum lessons</p> <p>-Perform songs for neighbours and other schools</p>	



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<p>-To create short sounds with varied techniques that represent an animal.</p> <p>Lesson 2: Sound Pattern Safari -To copy a short sound pattern.</p> <p>Lesson 3: Call and Response -To explore call and response using instruments.</p>	<p>Lesson 4: Instrumental Response -To create sound patterns based on call and response.</p> <p>Lesson 5: Dynamics Performance -To perform different sound patterns with contrasting dynamics.</p>	<p>Dynamics and Tempo -To explore listening and analysing a piece of music in relation to a story.</p> <p>Lesson 2: Sound Effects and Dynamics -To explore how music and sound effects tell a story.</p> <p>Lesson 3: Creating a Soundscape -To select appropriate sounds to represent events, characters and feelings in a story.</p>	<p>Represent Events -To suggest appropriate sounds to represent parts of a story.</p> <p>Lesson 5: Musical Story Performance -To perform a composition showing changes in tempo and dynamics.</p>	<p>clapping rhythms -To read and clap a rhythm based on a phrase from a story.</p> <p>Lesson 2: Clapping and writing rhythms -To hear, write and clap rhythms based on a phrase from a story.</p> <p>Lesson 3 : Structure -To use a rhythm in different ways to demonstrate structure.</p>	<p>Lesson 4 : Compose with structure -To create a structure using rhythmic patterns.</p> <p>Lesson 5: Rehearse and perform. -To perform a group composition.</p> <p><i>Year 2 leavers assembly practice</i></p>	<p>-Weekly singing assembly</p> <p>-Year 2 choir</p> <p>-Irock</p> <p>-Piano lessons</p>	
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