

Music Curriculum Map 2025-2028 Overview

CYCLE A – MUSIC 25/26						
EYFS/ YR 1/ YR 2	Hands Feet and Heart	Ho Ho Ho	I wanna play in a band	Zootime	Singspiration	Friendship Song
YR 3/ YR 4	Mamma Mia	Glockenspiel 2	Lean on me	Blackbird	Singspiration	Stop/Reflect rewind replay
YR 5/ YR 6	Mamma Mia	Glockenspiel 2	Lean on me	Blackbird	Singspiration	Stop/Reflect rewind replay
CYCLE B – MUSIC 26/27, 28/29 KS2 only, 30/31 All						
EYFS/ YR 1/ YR 2	Chant To The Animals – Banana Rap and We are going on a bear hunt	Let’s start singing – Name Song, Babushka and Little Angel gets her wings	Sound and Symbol 1 – A Glockenspiel adventure	Number time -	Sound and pictures	The power of communication
YR 3/ YR 4	A shining performance	Singing and traditions	Music and Video	Exploring Musical Contrasts	Music and Sound	Round and Round
YR 5/ YR 6	Shaping Music	Express, Inspire and perform	Sounds Dramatic	Musical Sketches	Carnival time	The grand finale
CYCLE A1 – MUSIC 27/28 and 29/30						
EYFS/ YR 1/ YR 2	Questions and Answers	Creative moves	Music inspired by the world around us	Sound and symbol 2	Wellbeing matters	Highs and Lows
YR 3/ YR 4	Create and Notate	Sing and move	Recycling songs	You gotta try	FX Sound effects	Sound exploration
YR 5/ YR 6	Discovering grime	Unlocking vocal potential	Music reimagined	Decoding sound and notation	Music Remixed	Music Speaks
CYCLE A2 – MUSIC 28/29, 31/32 EYFS KS1 Only						
EYFS/ YR 1/ YR 2	Rhyming in Time	Let’s keep singing	Lilting lullaby	Exploring Rhythm Patterns	Around the world	Rhythm Adventure

Music Curriculum Map 2025-2028 Overview with Learning Objectives

CYCLE B – MUSIC 26/27, 28/29 KS2 only, 30/31 All						
EYFS/ YR 1/ YR 2	Chant To The Animals – Banana Rap and We are going on a bear hunt Learning objectives: 1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically.	Let's start singing – Name Song, Babushka and Little Angel gets her wings Learning objectives: 1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing.	Sound and Symbol 1 – A Glockenspiel adventure Learning objectives: 1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each makes its sounds.	Number time - Learning objectives: 1. Sing with expression. 2. Hear, draw and sing melody shapes.	Sound and pictures Learning objectives: 1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story.	The power of communication Learning objectives: 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.
YR 3/ YR 4	A shining performance Learning objectives: 1. Read and play G, A and B (doh, re, me) on a musical instrument. 2. Use creative ideas inspired by different stimuli to improve a performance.	Singing and traditions Learning objectives: 1. Sing a 2-part song as a duet or melody with accurate pitching and accompaniment. 2. Understand contrasting traditions and stories.	Music and Video Learning objectives: 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	Exploring Musical Contrasts Learning objectives: 1. Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts, such as staccato and legato, as well as crescendo and decrescendo. 2. Compose and interpret musical ideas by improvising and layering parts	Music and Sound Learning objectives: 1. Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. 2. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	Round and Round Learning objectives: 1. Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. 2. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through

				that convey emotion and maintain ensemble cohesion.		effective performance techniques.
YR 5/ YR 6	Shaping Music Learning objectives: 1. Improvise freely over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	Express, Inspire and perform Learning objectives: 1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	Sounds Dramatic Learning objectives: 1. Compose and arrange an original “Spooky Story” track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood 2. Reflect on and evaluate musical decisions by performing compositions individually or in groups, considering both creative and technical choices to enhance the piece's overall quality and effectiveness.	Musical Sketches Learning objectives: 1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	Carnival time Learning objectives: 1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call and Response sections, integrating learned patterns into full samba compositions.	The grand finale Learning objectives: 1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.
CYCLE A1 – MUSIC 27/28 and 29/30						
EYFS/ YR 1/ YR 2	Questions and Answers Learning objectives: 1. Understand what timbre means and identify percussion instruments by their sound.	Creative moves Learning objectives: 1. Find and move to the beat. 2. Move creatively, expressively and with control	Music inspired by the world around us Learning objectives: 1. Listen attentively and with understanding to music from different historical periods.	Sound and symbol 2 Learning objectives: 1. Recognise and write music using dots (blobs), sticks & stave notation. 2. Understand and use gradations of	Wellbeing matters Learning objectives: 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly.	Highs and Lows Learning objectives: 1. Understand the difference between a rhythm and a pitch pattern. 2. Identify different pitches (highs and

	2. Improvise using Question and Answer phrases on untuned instruments.		2. Understand that music can tell a story.	dynamics, such as crescendo (getting louder), to add interest to a performance.		lows) in music and in sounds around the school.
YR 3/ YR 4	Create and Notate Learning objectives: 1. Copy and improvise short melodic phrases. 2. Compose a short, structured piece using a D minor scale in Music Explorer.	Sing and move Learning objectives: 1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	Recycling songs Learning objectives: 1. Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. 2. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools.	You gotta try Learning objectives: 1. Perform simple rhythmic and melodic patterns accurately and expressively. 2. Rehearse and perform confidently as part of an ensemble, using voice and instruments.	FX Sound effects Learning objectives: 1. Use sound effects to enhance the drama and realism of a film clip. 2. Begin to make compositional decisions, considering mood, timing, and narrative impact.	Sound exploration Learning objectives: 1. Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. 2. Present a multi-art form performance of a song.
YR 5/ YR 6	Discovering grime Learning objectives: 1. Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to	Unlocking vocal potential Learning objectives: 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.	Music reimagined Learning objectives: 1. To analyse and compare two contrasting musical interpretations of "Spring", relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops,	Decoding sound and notation Learning objectives: 1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge	Music Remixed Learning objectives: 1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology 2. To listen critically to music in order to make informed	Music Speaks Learning objectives: 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.

	develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.		incorporating new sounds, and applying mixing techniques and effects.	of pitch, rhythm, and musical expression.	creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	
CYCLE A2 – MUSIC 28/29, 31/32 EYFS KS1 Only						
EYFS/ YR 1/ YR 2	Rhyming in Time Learning objectives: 1. Move in time with the beat/pulse, responding to different tempos (speeds). 2. Chant, rap and sing using different voices, following simple cues such as starting together.	Let's keep singing Learning objectives: 1. Enjoy learning to sing songs and start to understand the phrase "in tune with each other" 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions	Lilting lullaby Learning objectives: 1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats.	Exploring Rhythm Patterns Learning objectives: 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Often referred to as Call and Response or Question and Answer).	Around the world Learning objectives: 1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds.	Rhythm Adventure Learning objectives: 1. Sing songs rhythmically. 2. Combine words to compose rhythms.