

# Music

2025-2026

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grange Drive	EYFS	Nightingales	<b>My sounds</b> Opportunities to freely explore and experience sounds in different contexts, to interact with sounds and find different ways of creating sound	<b>My voice</b> Opportunities to explore own voice and different vocal sounds including exploring pitch, percussive sounds, pitch and loud and quiet	<b>Sounds around me</b> Opportunities to explore sounds in the environment	<b>Classics for Kids</b> Opportunities to listen to classical music while exploring sensory resources (immersive room?)	<b>Playing together</b> Opportunities to make sounds in pairs and small groups through interaction games and songs	<b>Songs for summer</b> Listen, sing and play songs with repetitive melodies around summer theme
	EYFS/KS1	Kingfishers	<b>My environment – everyday sounds</b> Recognising, manipulating and organising sounds heard every day including indoor sounds, outdoor nature sounds, and outdoor manmade sounds <a href="https://www.youtube.com/watch?v=TPU3NefyktQ">https://www.youtube.com/watch?v=T PU3NefyktQ</a>	<b>Singing Celebratory songs</b> Listen to, sing, create sensory listening experiences for celebratory songs from cultures across the world Diwali, Navratri, Mexican Day of the Dead, Thanksgiving, Christmas	<b>World Music (un-tuned percussion)</b> Listen to, play and perform percussion music from around the world (African drumming and Samba)	<b>Introduction to Classical Music</b> 'A Young Person's Guide To the Orchestra' Listening, exploring sounds of wind, string, brass and percussion	<b>Music that tells a story</b> 'Peter and the wolf' - Listening, recognising sounds Creating sounds for a familiar story (The Gruffalo's child, bear hunt)	<b>Singing (in line with theme – summer, holidays, insects or animals)</b> Singing familiar and repetitive songs, joining in with vocal sounds, actions and playing
	Navigators	Hummingbirds	<b>Singing – My voice (exploring sounds)</b>	<b>Singing – My voice (emotions)</b>	<b>Exploring Sounds – making instruments from natural materials)</b>	<b>Untuned and body percussion – creating sound effects</b>	<b>Playing – tuned percussion</b>	<b>Creating – combining sounds – environmental soundscapes</b>
		Robins	<b>Graphic score – pitch</b>	<b>Singing – popular music</b>	<b>Soundscapes – music for film</b>	<b>Graphic score – percussion - stomp</b>	<b>Singing – world music - reggae</b>	<b>Performing as an ensemble - - world music</b>
		Penguins	<b>Ensemble performance – African drumming. Focus on pulse and rhythm – call and respond</b>	<b>Singing - gospel</b>	<b>Body percussion – Anna Meredith Exploring rhythm and pulse through movement</b>	<b>Listening and responding – classical music</b>	<b>Listening and exploring sound – nature soundscapes</b>	<b>Graphic score to standard notation - rhythm</b>
		Lodge	<b>Performing – 12 bar blues</b>	<b>Improvising and composing – 12 bar blues</b>	<b>World music - pentatonic</b>	<b>Music that tells a story – the planets – Listening and composing</b>	<b>Popular music - performing</b>	<b>Musical theatre</b>
	Adventurers	Chiff Chaffs Wrens Goldfinches Owls peacocks	<b>'My Material World'</b> Exploring natural/found sounds	<b>The show must go on</b> 'My voice'	<b>Under the sea</b> Environmental soundscapes	<b>Everybody walk the dinosaur</b> Rhythm – body percussion	<b>A pirates life for me</b> Music for film/stories/sound effects	<b>Thank you for the music</b> Singing – popular music
	Explorers	Kites	<b>'My Material World'</b> Exploring natural/found sounds	<b>The show must go on</b> 'My voice'	<b>Under the sea</b> Environmental soundscapes	<b>Everybody walk the dinosaur</b> Rhythm – body percussion	<b>A pirates life for me</b> Music for film/stories/sound effects	<b>Thank you for the music</b> Singing – popular music
	Engagement	Merlin's	<b>'My Material World'</b> Exploring natural/found sounds	<b>The show must go on</b> 'My voice'	<b>Under the sea</b> Environmental soundscapes	<b>Everybody walk the dinosaur</b> Rhythm – body percussion	<b>A pirates life for me</b> Music for film/stories/sound effects	<b>Thank you for the music</b> Singing – popular music
	Birch Woo	Transition	DH - Transition	<b>Singing – My voice (exploring sounds)</b>	<b>Graphic score - pitch</b>	<b>Exploring Sounds – making instruments from natural materials)</b>	<b>Graphic score – percussion - stomp</b>	<b>Singing – world music - reggae</b>



## Long Term Curriculum Map

	KS3	Yr 7	<b>Ensemble performance</b> – African drumming. Focus on pulse and rhythm – call and respond	<b>Singing - gospel</b>	<b>Body percussion – Anna Meredith</b> Exploring rhythm and pulse through movement	<b>Listening and responding – classical music</b>	<b>Listening and exploring sound</b> – nature sound-scapes	<b>Graphic score to standard notation - rhythm</b>	
		Yr 8	<b>Pop music (exploring pop genres) – perform to a brief</b>			<b>composition</b>			
		Yr 9	<b>Create music for a story board.</b>			<b>Music reporter</b>			
	KS 3/4	Nurture	<b>Musical theatre</b>		<b>World music - pentatonic</b>	<b>Music that tells a story – the planets – Listening and composing</b>	<b>Improvising and composing – 12 bar blues</b>	<b>Popular music – performing</b>	
	KS3	The Yard	<b>Chromanotes</b> – learning notation-performance. Solo performance	<b>Create a Christmas performance</b> – playing and performing as an ensemble	<b>Instrumental skills – learning keyboard</b>	<b>Composing a song - keyboard</b>	<b>Listening - festivals</b>	<b>Singing</b>	
		The Den	<b>Listening and responding – musical scandals through music history.</b>			<b>Shay? Turntable/beatboxing project.</b>			

