

Music School Overview 2026-27



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Expressive Arts and Design Music within Expressive Arts and Design is defined as an essential, communicative language enabling children to explore, express feelings, and interpret the world. It involves singing, dancing, playing instruments, and responding to sound, focusing on creativity and imagination rather than formal technical proficiency. Key aspects of music in Expressive Arts and Design include hearing & listening, where the children are beginning to recognise different sounds, and vocalising & singing, where the children are learning a repertoire of songs and rhymes whilst making up single tunes. Additionally, music is embedded into everyday exploring and playing as we ensure children have access to musical instruments and sound makers. This allows opportunities for children to respond to rhythm and pulse through movement, dance and body percussion whilst discovering a variety of resources.					
F1	In F1 children are taught a range of simple songs and nursery rhymes along with actions/Makaton and are exposed to the 'weekly song' during snack time. Songs are also used to introduce different sections of the day (weather, welcome, home, days of the week etc) - Know how to sing simple songs - Know a repertoire of familiar songs - Know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs – listening to the pitch of others e.g. twinkle twinkle - Know how to remember and perform sequences and patterns of movements which are related to music and rhythm e.g. head, shoulders . . . - Know a range of nursery rhymes off by heart - know how to create sounds by rubbing, shaking, tapping, striking or blowing - Know that musical instruments make a sound and that these can be explored quietly and loudly - Know the way we play an instrument affects the sound it makes - Know how to move in response to music - Know how to listen with increasing attention to sounds - Know how to create sounds to accompany stories (e.g. bear hunt) - Know how to copy a simple rhythm					

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F2	Sing I've got a grumpy face!  • Exploring emotions and feelings through voices and instruments • Listen to the words of the song, joining in with actions. • Describe the character of the song. • Recognise emotion/feeling in music and describe it in words or movement.	Listen The Sorcerer's Apprentice  • Explore how music can tell a story, compose and respond creatively to music • Know an increasing repertoire of familiar songs.	Listen Bird Spotting: Cuckoo Polka  • Know an increasing repertoire of familiar songs • Know how to play along to the steady beat of a song they are singing or music they are listening to • Know how to engage in music making and dance, performing solo or in groups.	Sing Shake my sillies out!  • Know an increasing repertoire of familiar songs • Know how to engage in music making and dance, performing solo or in groups. • Know how to engage in music making and dance, performing solo or in groups. • Exploring pulse work	Sing Slap Clap Clap  • Body percussions and untuned instruments • Listen and talk about different pieces of music. • Sing in waltz time. • Perform actions to go with a song. • Perform the song as a clapping game with a partner. • Make up a three-beat body percussion pattern. • Perform a made up three-beat body percussion pattern to a steady beat. • Explore and create sounds using instruments and body percussion • Listen and respond to changes in music • Explore rhythm, space and	Sing Down there under the sea  • Sea themed soundscapes, composing new lyrics, creating instrumental accompaniments • Learn a song inspired by sea creatures and take turns singing. • Complete warm-up activities inspired by the sea. • Listen to music and respond through movement e.g. with higher/lower, faster/slower movements.
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					expressive movement	
Y1	Colonel Hathi's March  - Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments. - Explore instruments found in marching bands.	'Aquarium' from Carnival of the Animals  - Experiment with sounds to create aquarium-inspired music. - Listen actively to 'Aquarium' and refine aquarium-inspired compositions. - Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece. Using the voice expressively for Christmas songs	Sing up! Who stole my chickens?  - Listen and move to a piece of music and copy 4 beat patterns. - Sing a song with a skippy rhythm and use body percussion. - Use percussion instruments in place of rest and play a partner clapping game in time with a song. - Create and sing new lyrics for a song. - Body percussion patterns	Sing up! Come dance with me!  - Develop an understanding of pitch and beat within a song. - Play calls and response rhythms. - Sing as a pair as part of an echo formation. - Play a response phrase on a tuned percussion instrument. - Sing both call and responses in a song. - Play own song using tuned percussion instruments.		

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	Compose and play simple marching music. • Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.			
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Y 2	Sing up! 'Creepy Castle'  - Identify small intervals (small steps between notes). - Sing a limited range of notes, managing small intervals confidently. - Improvise a soundscape that suggests a spooky/creepy atmosphere, using voices, bodies, and classroom percussion instruments. - Sing songs in a minor key, recognising small steps (intervals) in the music. - Choose and draw symbols to represent sounds on their own graphic score. - Perform songs in a minor key with appropriate dynamic contrast and expression. Singing & Performing - Christmas songs & Play Using the voice expressively  Live music - Remembrance assembly Recorded music - Great Fire of London songs on BBC radio	Sing up! 'Grandma rap'  - Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers) - Chant the piece rhythmically and perform both unison and in a round. - Chant and play rhythms (using crotchets, quavers, and crotchet rests) from stick notation. - Compose rhythms patterns (based on durations) using music technology to capture, change, and combine sounds. Alternatively perform the invented rhythm patterns on body percussion.	Singing & performing - Easter songs & Easter Bonnet Parade African drumming experience Live music - African drums  Sing up! Orawa - Listen with attention to detail and recall sounds and patterns. - Work together to explore, devise, and perform a new chant inspired by a river journey. - Structure their ideas into one big piece. ADD	Sing up! Tanczyny labada  - Demonstrate a sense of pulse through singing games - Sing in Polish and play a cumulative game with spoken call and response sections - Invent a 4 beat body percussion pattern	Sing up! Tanczyny labada  - Listen and match the beat of others and recorded music, adapting speed accordingly - Invent another 4 beat body percussion and match the beat to it. - Invent another 4 beat body percussion and match the beat to it. Singing & performing - end of year assembly
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