



2026-2027

	Autumn Term	Spring Term	Summer Term
Acorn Class	I've got a grumpy face 3 sessions Focus: Timbre, beat, pitch contour. Objectives: - Make up new words and actions about different emotions and feelings. - Explore making sound with voices and percussion instruments to create different feelings and moods. - Sing with a sense of pitch, following the shape of the melody with voices. - Mark the beat of the song with actions	Bird spotting: Cuckoo polka 3 sessions Focus: Active listening, beat, pitch (so-mi), vocal play. Objectives: - Explore the range and capabilities of voices through vocal play. - Develop a sense of beat by performing actions to music. - Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). - Enjoy moving freely and expressively to music	Down there under the sea 3 sessions Focus: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Objectives: - Develop a song by composing new words and adding movements and props. - Sing a song using a call-and-response structure. - Play sea sound effects on percussion instruments. - With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). - Listen to a range of sea-related pieces of music and respond with movement
EYFS Little Acorns	Row, row, row 3 sessions Focus: Beat, pitch (step/leap), timbre. Objectives: - Make up new lyrics and vocal sounds for different kinds of transport. - Sing a tune with 'stepping' and 'leaping' notes. - Play a steady beat on percussion instruments. Whole School Harvest Festival Whole School Christmas Nativity	Shake my sillies out 3 sessions Focus: Timbre, pitch (higher/lower), tempo (faster/slower), beat. Objectives: - Create a sound story using instruments to represent different animal sounds/ movements. - Sing an action song with changes in speed. - Play along with percussion instruments. - Perform the story as a class. - Listen to music and show the beat with actions. Up and down 3 sessions Focus: Pitch contour rising and falling, classical music. Objectives:	It's oh so quiet 3 sessions Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments. Objectives: - Improvise music with different instruments, following a conductor. - Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. - Play different instruments with control. - Explore dynamics with voices and instruments. - Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles. Slap clap clap



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- Make up new lyrics and accompanying actions.
- Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.
- Use appropriate hand actions to mark a changing pitch.

Five fine bumble bees

3 sessions

Focus: Timbre, tempo, structure (call-and-response), active listening.

Objectives:

- Improvise a vocal/physical soundscape about minibeasts.
- Sing in call-and-response and change voices to make a buzzing sound.
- Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.
- Listen to a piece of classical music and respond through dance.

3 sessions

Focus: Music in 3-time, beat, composing and playing.

Objectives:

- Compose a three-beat body percussion pattern and perform it to a steady beat.
- Sing a melody in waltz time and perform the actions.
- Transfer actions to sounds played on percussion instruments.
- Listen actively to music in 3/4 time.
- Find the beat and perform a clapping game with a partner

Bow, bow, bow Belinda

3 sessions

Focus: Beat, active listening, instrumental accompaniment.

Objectives:

- Invent and perform actions for new verses.
- Sing a song while performing a sequence of dance steps.
- Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.
- Listen to and talk about folk songs from North America.



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Acorn Class Year <u>1</u> Big Acorns	Tony Chestnut (Progression Snapshot) 6 sessions Focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion. Objectives: • Improvise rhythms along to a backing track using the note C or G. • Compose call-and-response music. • Play the melody on a tuned percussion instrument. • Sing with good diction. • Recognise and play echoing phrases by ear. Whole School Harvest Festival Whole School Christmas Nativity	Grandma rap (Progression Snapshot) 6 sessions Focus: Duration (crotchet, quavers, crotchet rest), unison, round. Objectives: • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. • Chant rhythmically, and perform to an accompaniment children create. • Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • Learn a clapping game to Hi lo Chicka lo that shows the rhythm. • Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). Orawa 3 sessions Focus: Beat, rhythm, repetition, structure, 20th century classical music. Objectives: • Improvise and compose, structuring short musical ideas to form a larger piece. • Sing and play, performing composed pieces for an audience. • Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Trains 3 sessions	Swing-a-long with Shostakovich 3 sessions Focus: 2- and 3-time, beat, beat groupings, 20th century classical music. Objectives: • Create action patterns in 2- and 3-time • Listen actively and mark the beat by tapping, clapping, and swinging to the music. • Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). • Understand and explain how beats can be grouped into patterns and identify them in familiar songs. • Move freely and creatively to music using a prop Charlie Chaplin 3 sessions Focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). Objectives: • Compose a soundtrack to a clip of a silent film. • Understand and use notes of different duration. • Understand and use notes of different pitch. • Understand and use dynamics. Tanczmy labada (Progression Snapshot) 6 sessions Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns. Objectives:
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		Focus: To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto). Objectives: • Begin to understand duration and rhythm notation. • Structure musical ideas into a whole-class composition. • Learn a simple rhythm pattern and perform it with tempo and volume changes. • Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. • Follow signals from a conductor. • Listen to and analyse four pieces of music inspired by travel/vehicles.	• Demonstrate an internalised sense of pulse through singing games. • Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. • Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. • Listen and match the beat of others and recorded music, adapting speed accordingly. • Listen to traditional and composed music from Poland. • Begin to understand how music helps people share tradition and culture.
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Beech Class Year 2 and 3	I've been to Harlem (Progression Snapshot) 6 sessions Focus: Pitch shape, ostinato, round, pentatonic, call-and-response. Objectives: • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song • Listen and identify where notes in the melody of the song go down and up Whole School Harvest Festival Whole School Christmas Nativity	Latin dance (Progression Snapshot) 6 sessions Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern. Objectives: • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. 'March' from The nutcracker 3 sessions Focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. Objectives: • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner. From a railway carriage 3 sessions	Just three notes 3 sessions Focus: Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation. Objectives: • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E Segio 3 sessions Focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Objectives: • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. • Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival). Fly with the stars instrumental sessions 6 sessions Focus: Notes A, E and C, chords A minor, C major, up and down strum, picking notes, mi-re-do,
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		Focus: Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music. Objectives: • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. • Listen and compare how different composers have approached creating word-based compositions.	improvise, question-and-answer, phrase, durations used for strumming: crotchet, quavers, minim, semibreve. Objectives: • Play a part on a ukulele as part of a whole-class performance. • Improvise ('doodle') on-the-spot phrases using mi-re-do (m-r-d) over a one-chord groove. • Listen and copy back stepwise phrases using mi-re-do (m-r-d) and correctly recognise phrases from dot notation, showing different arrangements of m-r-d. • Compose rising and falling question-and-answer phrases using m-r-d.
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Maple Class Year 4 and 5	What shall we do with a drunken sailor (Progression Snapshot) 6 sessions Focus: Sea shanties, beat, rhythm, chords, bass, dot notation. Objectives: • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary Whole School Harvest Festival Whole School Christmas Nativity	Madina tun nabi (Progression Snapshot) 6 sessions Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones. Objectives: • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns. Building a groove 3 sessions Focus: Beat, rhythm, basslines, riffs. Objectives: • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices. Época 3 sessions Focus: Texture, articulation, rhythm, tango. Objectives: • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	Balinese gamelan 3 sessions Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). Objectives: • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. Composing in ternary form 3 sessions Focus: Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music. Objectives: • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form. Kisne banaaya (Progression Snapshot) 6 sessions
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		• Demonstrate an understanding of the history of Argentine Tango.	Focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3. Objectives: • Compose a simple accompaniment using tuned instruments. • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato.
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Upper KS2 and <u>6</u> Oak Class	Dona nobis pacem (Progression Snapshot) 6 sessions Focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony. Objectives: • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). Whole School Harvest Festival Whole School Christmas Nativity	Race! 3 sessions Focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Objectives: • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. Exploring identity through song 3 sessions Focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems. Objectives: • Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs. Ame sau vala tara bal (Progression Snapshot) 6 sessions Focus: Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical). Objectives:	Touch the sky 6 sessions Focus: To recognise features of Scottish folk music, to move, sing, and play in 3/4 time, to improvise using a pentatonic scale, to sing in two parts with dynamic contrast and expression. Objectives: • Improvise extended melodies using the pentatonic scale. • Sing accurately in two parts, with dynamic contrast and expression. • Play the drone, bass note, or chord for a chorus of Skye boat song. • Identify some of the features of traditional Scottish music that have influenced the composition of the song Touch the sky Nobody knows (The Lumineers) 6 sessions Focus: Songwriting, melody, lyrics, chords, expression. Objectives: • In groups, compose a short song on the theme of leavers. • Create an arrangement of a song considering the texture and structure. • Perform expressively as part of group, and make a recording of their song
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		• Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. Demonstrate coordination and keeping a steady beat by dancing to bhangra music	
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