



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	Colonel Hathi's march 3 sessions Focus: Beat, march, timbre, film music. Objectives: • Compose music to march to using tuned and untuned percussion. • Respond to musical characteristics through movement. • Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips) Magical musical aquarium 3 sessions Focus: Timbre, pitch, structure, graphic symbols, classical music. Objectives: • Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. • Sing a unison song rhythmically and in tune. • Play percussion instruments expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement Whole School Harvest Festival Whole School Christmas Nativity	Football (Progression Snapshot) 6 sessions Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), Objectives: • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Play a simple ostinato on untuned percussion. • Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. • Recognise the difference between a pattern with notes (pitched) and without (unpitched) Dawn' from Sea interludes 3 sessions Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music. Objectives: • Sing a simple singing game, adding actions to show a developing sense of beat. • Listen actively by responding to musical signals and musical themes using appropriate movement. • Create a musical movement picture Musical conversations 3 sessions Focus: Question-and-answer, timbre, graphic score. Objectives: • Compose musical sound effects and short sequences of sounds in response to a stimulus. • Improvise question-and-answer conversations using percussion instruments.	Dancing and drawing to Nautilus 3 sessions Focus: Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. Objectives: • Perform actions to music, reinforcing a sense of beat. • Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. • Develop awareness of duration and the ability to move slowly to music. • Create art work, drawing freely and imaginatively in response to a piece of music. Cat and mouse 3 sessions Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Objectives: • Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm pattern Come dance with me (Progression Snapshot) 6 sessions Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills
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		• Create, interpret, and perform from simple graphic scores. • Recognise how graphic symbols can represent sound.	Objectives: • Create musical phrases from new word rhythms that children invent. • Sing either part of a call-and-response song. • Play the response sections on tuned percussion using the correct beater hold. • Echo sing a line independently with teacher leading, then move on to pair singing in echo format. • Copy call-and-response patterns with voices and instruments.
Beech Class	I've been to Harlem (Progression Snapshot) 6 sessions	Latin dance (Progression Snapshot) 6 sessions Focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern. Objectives:	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:



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Year 2
and 3

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

- 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

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.

- 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, improvise, question-and-answer, phrase, durations used for strumming: crotchet, quavers, minim, semibreve.

Objectives:



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		• Listen and compare how different composers have approached creating word-based compositions.	• 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.
Maple Class	What shall we do with a drunken sailor (Progression Snapshot) 6 sessions	Madina tun nabi (Progression Snapshot) 6 sessions Focus: Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones.	Balinese gamelan 3 sessions Focus: Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). Objectives:



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Year 4 and 5	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	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. • Demonstrate an understanding of the history of Argentine Tango.	• 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 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.
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			• Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato.
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:	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.	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:



- 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

- 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:

- 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

- 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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