

COLD FALL PRIMARY SCHOOL: MUSIC CURRICULUM 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Exploring Music Use voices expressively through chanting and singing simple songs Repeat simple rhythms using body percussion Play un-tuned percussion instruments Move to music	Nativity Sing songs with an awareness of technique: <ul style="list-style-type: none"> - Posture - Tone - Pitch - Diction - Characterisation 	Space Use voices expressively through chanting and singing simple songs with increasing accuracy Repeat rhythms using body percussion and untuned percussion Play un-tuned percussion instruments with an awareness of correct technique Listen to music from a range of genres with an awareness of some of the musical elements: <ul style="list-style-type: none"> - Tempo - Dynamics - Pitch Move to music with an awareness of the mood of the music	Mini Beasts Use voices expressively through chanting and singing simple songs with increasing accuracy Repeat rhythms using body percussion and un-tuned percussion Play un-tuned percussion instruments with an awareness of correct technique Listen to music from a range of genres with an awareness of some of the musical elements: <ul style="list-style-type: none"> - Tempo - Dynamics - Pitch Move to music with an awareness of the mood, character and tempo of the music	Deep Blue Sea Use voices expressively through chanting and singing simple songs with increasing accuracy Repeat rhythms using body percussion and un-tuned percussion with increasing accuracy Recognise and interpreting simple graphic notation and using this in performance Play un-tuned percussion instruments using the correct technique Listen to music from a range of genres and being able to recognise some of the musical elements: <ul style="list-style-type: none"> - Tempo - Dynamics - Pitch Move to music with an awareness of the mood, character, tempo and pulse of the music	Circus Use voices expressively through chanting and singing simple songs with increasing accuracy Repeat rhythms using body percussion and un-tuned percussion with increasing complexity and accuracy Recognise and interpreting simple graphic notation including simple staff notation and using this in performance Play un-tuned percussion instruments using the correct technique with an awareness of tone Listen to music from a range of genres and being able to recognise and interpret some of the musical elements: <ul style="list-style-type: none"> - Tempo - Dynamics - Pitch Move to music with an awareness of the mood, character, tempo and pulse

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					Use and create musical sounds based on a stimulus	of the music with increasing understanding Create musical patterns based on a stimulus
Year 1	Carnival of the Animals Use voices expressively through chanting and singing songs with increasing accuracy and awareness of some aspects of vocal technique: <ul style="list-style-type: none">- Posture- Tone- Diction- Breathing Play tuned and un-tuned percussion instruments using the correct technique with an awareness of tone Listen to music from a range of genres and being able to recognise and interpret some of the musical elements: <ul style="list-style-type: none">- Tempo- Dynamics- Pitch- Instrumentation Move to music with an awareness of the mood, character, tempo and pulse of the music with increasing understanding	Oceans Use voices expressively through chanting and singing songs with increasing accuracy and awareness of some aspects of vocal technique: <ul style="list-style-type: none">- Posture- Tone- Diction- Breathing Play tuned and un-tuned percussion instruments using the correct technique with an awareness of tone Listen to and evaluate music from a range of genres and being able to recognise and interpret some of the musical elements: <ul style="list-style-type: none">- Tempo- Dynamics- Pitch- Instrumentation Move to music with an awareness of the mood, character, tempo and pulse of the music with increasing understanding	Pulse and Tempo Understand the concept of pulse. Be able to move in time with music and clap a pulse along to a piece of music. Understand the concept of tempo. Be able to play rhythmic patterns and simple polyrhythms using body percussion and un-tuned percussion at arrange of tempi. Know subject specific vocabulary pertaining to pulse and tempo and use this in their musical performance. Listen to and evaluate music in terms of pulse and tempo and respond using subject specific vocabulary. Compose and improvise patterns at a range of tempi.		African Music Sing increasingly complex songs, including part songs, with an awareness of ensemble and some aspects of vocal technique: <ul style="list-style-type: none">- Posture- Tone- Diction- Breathing- Harmony Perform increasingly complex rhythms and polyrhythms using body percussion and un-tuned percussion. Have an awareness of some of the key features of African Music, including subject specific vocabulary: <ul style="list-style-type: none">- Call and response- Improvisation- Body percussion- Polyrhythms	

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	Compose and improvise musical patterns that represent different feelings, characters and situations	Compose and improvise musical patterns that represent different feelings, characters and situations with increasing musicality		
Year 2	<p>Rhythm</p> <p>Read and perform rhythmic patterns using crotchets, quavers, minims, dotted minims and semi-breves aurally and using notation.</p> <p>Compose and perform rhythmic patterns using crotchets, quavers, minims, dotted minims and semi-breves aurally and using notation.</p> <p>Listen to and identify rhythmic patterns within pieces of music.</p> <p>Understand the concept of rhythm and the connection to pulse and tempo.</p>	<p>The Nutcracker</p> <p>Use voices expressively with an awareness of performing as part of an ensemble and some aspects of vocal technique:</p> <ul style="list-style-type: none"> - Posture - Tone - Diction - Breathing - Characterisation 	<p>Pitch & Percussion</p> <p>Understand the concept of pitch and how to read staff notation, including subject specific vocabulary</p> <p>Read and perform melodic patterns within a range of one octave, aurally and using staff notation on tuned percussion</p> <p>Be able to play simple melodies and pieces on tuned percussion as part of an ensemble accurately</p>	<p>Musical Elements</p> <p>Understand and be able to identify the different musical elements using subject specific vocabulary, symbols and gestures:</p> <ul style="list-style-type: none"> - Tempo - Dynamics - Texture - Timbre <p>Be able to perform songs and rhythmic pieces incorporating different musical elements following subject specific symbols and gestures</p> <p>Listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary</p> <p>Compose musical patterns and pieces in response to a stimulus incorporating different musical elements effectively</p>
Year 3	<p>Recorders 1</p> <p>Be able to play and blow the recorder, playing the notes of B, A and G with an awareness of correct technique and tone</p> <p>Be able to play simple melodies and pieces on the recorder as part of an ensemble</p>		<p>Recorders 2</p> <p>Be able to play the notes of B, A, G, F and E with an awareness of correct technique and tone</p> <p>Be able to play melodies and pieces on the recorder as part of an ensemble with increasing accuracy</p>	<p>Recorders 3</p> <p>Be able to play the notes of B, A, G, F, E, D and C with an awareness of correct technique and tone</p> <p>Be able to play increasingly complex melodies and pieces on the recorder as part of an ensemble accurately</p>

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	<p>Be able to read staff notation (melody and pitch) with increasing fluency and use this in their instrumental playing</p> <p>Be able to listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary</p> <p>Be able to compose or improvise simple melodic patterns on the recorder</p>	<p>Be able to read staff notation (melody and pitch) with increasing fluency and use this in their instrumental playing</p> <p>Understand and be able to read rhythms that include crotchet, quaver and minim rests</p> <p>Be able to listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary</p> <p>Be able to compose or improvise simple melodic patterns on the recorder with increasing musicality</p>	<p>Be able to read staff notation (melody and pitch) with increasing fluency and use this in their instrumental playing</p> <p>Understand and be able to read rhythms that include crotchet, quaver and minim rests</p> <p>Understand the concept of metre in 2,3 and 4 time and be able to recognise this in their playing and listening and evaluating</p> <p>Be able to listen to and evaluate pieces of music focusing on the musical elements using subject specific vocabulary with increasing accuracy</p> <p>Be able to compose or improvise simple melodic patterns on the recorder with increasing musicality and transcribe these using staff notation</p>
Year 4	<p>Ukulele 1</p> <p>Know the anatomy of the ukulele and be able to hold the instrument correctly</p> <p>Be able to play and sing pieces using open strings using a range of playing techniques</p> <p>Understand what a chord and be able to identify major and minor chord aurally</p> <p>Be able to play the chords of C, F and Am on the ukulele, reading chord symbols and rhythmic notation and following strumming patterns</p> <p>Be able to play musical patterns and simple pieces that transition between two chords</p>	<p>Ukulele 2</p> <p>Be able to identify major and minor chords aurally and understand the tonality can impact the mood or feeling of a piece of music</p> <p>Be able to play the chords of C, Am, F and G on the ukulele reading chord symbols and rhythmic notation and following strumming patterns</p> <p>Be able to play songs and pieces that transition between four chords with increasing accuracy</p> <p>Be able to compose and chord sequences using C, Am, F and G, using chord symbols and rhythmic notation and devising their own strumming patterns</p>	<p>Ukulele 3</p> <p>Be able to identify major and minor chords aurally and understand the tonality can impact the mood or feeling of a piece of music with increasing accuracy</p> <p>Be able to play the chords of C, Am, F, G and Em on the ukulele reading chord symbols and rhythmic notation and following strumming patterns</p> <p>Be able to play songs and pieces that transition between five chords with increasing accuracy, singing and playing simultaneously</p> <p>Be able to compose and chord sequences and short pieces using C, Am, F, G and Em using chord symbols and rhythmic notation and devising their own strumming patterns with increasing musicality</p>

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	Be able to compose and improvise simple musical patterns on the ukulele using a range of playing techniques				
Year 5	<p>West African Drumming</p> <p>Play complex polyrhythms on the djembe as part of an ensemble with correct playing technique</p> <p>Know and be able to play recognised call and response patterns on the djembe</p> <p>Understand the conventions of West African Drumming and subject specific vocabulary:</p> <ul style="list-style-type: none"> - Polyrhythms - Call and response - Improvisation - Syncopation <p>Improvise rhythmic patterns in the style of West African Drumming within a given structure and with increasing musicality</p>	<p>Christmas</p> <p>Sing complex part songs with some awareness of some aspects of vocal technique:</p> <ul style="list-style-type: none"> - Tone - Posture - Diction - Support and breath control - Sense of ensemble - Head and chest voice - Characterisation 	<p>Access Classical</p> <p>Have an awareness of some of the key features of musical periods:</p> <ul style="list-style-type: none"> - Baroque - Classical - Romantic - 20th Century <p>Perform sections of pieces from these periods on tuned and un-tuned percussion as an ensemble, including pentatonic and chromatic patterns</p> <p>Compose musical patterns and short pieces which incorporate musical features of these periods</p> <p>Listen to and evaluate pieces of music from each musical period with an understanding of the musical elements and how they are used effectively:</p> <ul style="list-style-type: none"> - Tempo - Dynamics - Orchestration 	<p>Minimalism</p> <p>Understand the concept and social and historic context of minimalism</p> <p>Be able to play and sing pieces of minimalist music using tuned and un-tuned percussion and body percussion</p> <p>Be able to compose short pieces of minimalist music using recognised compositional techniques such as:</p> <ul style="list-style-type: none"> - Augmentation - Diminution - Rhythmic displacement - Retrograde 	<p>Gospel Choir</p> <p>Sing complex part songs with an awareness of some aspects of vocal technique:</p> <ul style="list-style-type: none"> - Tone - Posture - Diction - Support and breath control - Sense of ensemble - Head and chest voice - Belt - Characterisation - Harmonic progression <p>Understand the social and historic context of Gospel Music and use this to inform their performance</p>

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			<ul style="list-style-type: none"> - Timbre - Texture - Structure <p>Have an awareness of the social and historical context of some pieces of music</p>		
Year 6	<p>Garage Band 1</p> <p>Use Garage Band to record given chord sequences and melodies on a range of instruments following notation and chord symbols</p> <p>Understand how to use Garage Band to edit and adapt musical recordings</p> <p>Use Garage Band to create their own chord sequences</p>	<p>Christmas</p> <p>Sing complex part songs with an understanding of some aspects of vocal technique:</p> <ul style="list-style-type: none"> - Tone - Posture - Diction - Support and breath control - Sense of ensemble - Head and chest voice - Characterisation - Harmonic progression - 	<p>Samba</p> <p>Play complex polyrhythms on Samba instruments as part of an ensemble using correct playing techniques</p> <p>Know and be able to play recognised call and response patterns on Samba instruments as part of an ensemble</p> <p>Understand the conventions of Samba Drumming and subject specific vocabulary:</p> <ul style="list-style-type: none"> - Polyrhythms - Call and response - Improvisation - Syncopation - Breaks - Solos <p>Improvise musical patterns on Samba instruments within a given structure demonstrating musicality</p>	<p>Garage Band 2</p> <p>Use Garage Band to compose chord sequences</p> <p>Understand structure of songs using subject specific vocabulary</p> <p>Understand how major and minor chords are constructed</p> <p>Compose melodies that fit with a chord sequence including passing notes</p> <p>Compose drum and rhythm patterns that fit with a chord sequence</p>	<p>Production</p> <p>Sing complex part songs with live band accompaniment with solid understanding of vocal technique:</p> <ul style="list-style-type: none"> - Tone - Posture - Diction - Support and breath control - Sense of ensemble - Head and chest voice - Characterisation - Harmonic progression - Movement

