

Music Curriculum 2026/27 – Years 1 & 2

	Autumn 1	Autumn 2
Topic	Our Wonderful World Rhythm in the way we walk (Charanga) Playing instruments (untuned percussion eg. woodblock), performing, pulse and rhythm, listening & appraising	WW1 Christmas Nativity Singing, performing, playing instruments (untuned percussion eg. woodblock), listening & appraising
Knowledge	Knowledge <ul style="list-style-type: none"> • Know the names and sounds of some instruments we use, and identify some of the instruments playing (timbre) • Know that music has a steady pulse like a heartbeat. • Know we can use our body as an instrument (clapping, tapping etc) • Know that rhythm is short and long sounds that happen over the pulse. It is the arrangement of notes of different lengths <ul style="list-style-type: none"> • Know that lots of parts playing together make up an ensemble or group and all contribute to the whole piece of music • Know that when performing with others it is important to work as a team. Skills <ul style="list-style-type: none"> • Know how to listen with concentration to recorded music of different styles, sometimes identifying where in the world/when in history they are from • Know how to listen respectfully when others talk about music we have listened to • Know how to be able to say whether I like a piece of music or not • Know how to listen to and find the pulse of the music • Know how to start to distinguish between the instrument sounds I hear or play • Know how to begin to recognise the mood of the music. • Know how to play body percussion, musically ie pulse, rhythm • Know how to play a simple repetitive rhythmic accompaniment that is different from the melody (drone/riff/ ostinato) • Know how to learn the words of a song and sing them to the tune/melody clearly and with the feeling of the song • • Know how to echo simple rhythms 	Knowledge <ul style="list-style-type: none"> • I know that good posture and breathing is important for singing • I know that I need to warm up my voice ready for singing to keep it safe • I know what a melody is (tune) • I know that when I sing I use pitch and can say if the pitch is high or low • I know that when performing with others it is important to work as a team • I know that it is important to practise before performing • I know that songs follow a structure (eg. verse, chorus) • I know that dynamics mean how loud or quiet music is Skills <ul style="list-style-type: none"> • I know how to learn the words of a song and sing them to the tune/melody clearly and with the feeling of the song • I know how to perform to my group and then to an audience, and know how to work with others to perform • I know how to start and end my performance by following a conductor/leader • I know how to watch a recording of our performance, and talk about how we feel about it • I know how to make my voice louder or quieter to change the dynamics to suit the part of the song
Vocab	Pulse, beat, rhythm, repeated rhythms, ostinato, echo, compose, in time, song, rests, pitch	Sing, breathing, posture, warm up, follow, conductor, leader, melody, tune, pitch, higher, lower, performance, audience



Music Curriculum 2026/27 – Years 1 & 2

	Spring 1	Spring 2
Topic	<p>Explore the UK! Round and Round (Charanga) Playing instruments (boomwhackers), improvising and composing, performing (singing), listening & appraising</p>	<p>Significant Explorers Let Your Spirit Fly (Charanga) Playing instruments (boomwhackers), improvising and composing, performing (singing), listening & appraising</p>
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Know about melody (tune) and lyrics (words) • Know that music follows a structure (eg. verse, chorus, pre-chorus, bridge) • Know that people can like or dislike different music. We all have different opinions and feelings about the music we listen to and this is ok • Know that we can use our body as an instrument (clapping, tapping etc) to create rhythms or keep the pulse • Know that pitch is how high or low the sound is and that the length of boomwhackers affects this <p>Skills</p> <ul style="list-style-type: none"> • Know how to say whether I like a piece of music or not • Know how to confidently sing simple songs • Know how to control my voice to sing in tune • Know how to listen to and find the pulse of the music • Know how to play body percussion musically ie pulse, rhythm • Know how to make up simple songs and change songs that I know eg making up new words • Know how to hold and play a boomwhacker 	<p>Knowledge</p> <ul style="list-style-type: none"> • Know that pulse is a steady beat that doesn't change • Know that rhythms are long and short patterns over a steady beat (pulse) • Know that timbre is the quality of sound an instrument makes • Know that pitch is how high or low the sound is and that the length of boomwhackers affects this <p>Skills</p> <ul style="list-style-type: none"> • Identify instruments when listening to a piece of music • Make simple observations between different pieces of music over the unit • Play their instrument with increasing accuracy by following along to the notes on the screen • Learn how to improvise using the notes C and D • Be able to describe the structure of a song
Vocab	listen, sing, play, instruments, percussion, ostinato, compose, conductor, practise, perform, boomwhacker	Pulse, rhythm, timbre, pitch, high, low, notes, listen, boomwhacker



Music Curriculum 2026/27 – Years 1 & 2

	Summer 1	Summer 2
Topic	Minibeasts Music is in my Soul (Charanga MMC unit Y2) Listening and appraising, singing, composing, playing instruments (glockenspiel)	Castles Count on Me Singing, playing instruments (glockenspiel), performing, listening & appraising
Knowledge	Knowledge <ul style="list-style-type: none"> Know that music has a steady pulse like a heartbeat Know some correct musical language and use it to describe the music I am listening to eg pulse rhythm, pitch Know the names and sounds of some instruments we use Know that pitch is higher and lower sounds Know that letters A-G are used to name musical notes that are higher and lower Know tuned percussion names eg glockenspiel Know that composing is like writing a story with music Know that rhythm is short and long sounds that happen over the pulse. Skills <ul style="list-style-type: none"> Know how to distinguish between the instrument sounds I hear or play identify some of the instruments playing. Know how to play rhythms by reading symbols that I am familiar with Know how to listen to a rhythm and sing it/play it back on my instrument/ (echo) Know how to look after my instrument and hold it correctly. Know how to perform a sequence of sounds using a graphic score Know how to make up rhythms when I have been given the pulse Know how to select and combine sounds and organise musical ideas or patterns Know how to experiment with musical ideas (playing or singing) using the interrelated dimensions of music particularly pulse, rhythm, pitch Know how to create simple 3 or 4 beat (1 bar) melodic and/or rhythmic patterns from given choices using non-standard notation Know how to watch the teacher/conductor and follow their instructions (eg when to start playing, when to stop) 	Knowledge <ul style="list-style-type: none"> Know that music and songs have a musical style and these vary from place to place, time to time. Know what songs are about, and know that some songs have a chorus or response/answer, verse or chorus (structure) Know that music has a steady pulse like a heartbeat. Know some correct musical language and use it to describe the music I am listening to eg pulse, rhythm Know about melody (tune) Know that pitch is higher and lower sounds and when I sing I use pitch Know that some instruments are untuned and some are tuned Know that letters A-G are used to name musical notes Know that ostinato is a short rhythm or melody repeated continuously Skills <ul style="list-style-type: none"> I know how to learn the words of a song and sing them to the tune/melody clearly and with the feeling of the song I know how to watch the teacher/conductor and follow their instructions (eg when to start/stop singing) I know how to sing part of a song in a group as directed I know how to work on my own or together with others to perform, be able to work as a team. I know how to play the pulse on untuned percussion to accompany a song I know how to play simple repetitive accompaniment on a tuned instrument (glockenspiel) using the notes C E A G F
Vocab	pulse, rhythm, pitch, compose, conductor	sing, warm up, pulse, rhythm, pitch, melody, instrument, conductor, accompaniment, perform

