



Smithdown Whole School Music Curriculum 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Exploring sound - vocal, body, environment and nature.	Exploring celebrations - the singing voice – Loud / quiet. Exploring fast and slow.	Exploring movement and music	Exploring musical patterns.	Exploring percussion instruments - Musical stories with voices and percussion. Exploring high and low.	Exploring musical stories - using all comparatives - fast/slow, loud/quiet, high/low.
Reception	Exploring sound – Actions songs, moving to the beat.	Exploring the singing voice with singing games and rhymes.	Movement and music – developing identification of tempo and dynamics.	Musical patterns – clapping and playing rhythmic phrases from songs and chants.	Musical stories, incorporating playing the beat and rhythm using percussion.	Exploring high and low, identifying and playing pitched percussion.
Year One	What is the beat?	What is tempo?	What is rhythm?	What are dynamics?	What is pitch?	What are musical symbols? (Graphic notation – dot notation)
Year Two	What is call and response?	Carnival of the animals – Singup Christmas songs	Reading rhythm syllables Level 1&2	Musical story telling with F/P, Presto / Largo, High / low pitch. (Sound effects and soundscapes)	Reading pitch on a 2 line stave.	Playing and reading pitches using 3 line staff - up to 5 notes. (Once a man / Find a penny) Gamelan.
Year Three	I've been to Harlem – Singup		YuStudio Dragon Beats.		Indian classical music. • Improvise and compose in	

	<p>Level 3 rhythms</p> <p>Introduce staff, treble clef, space and line notes – with letter name support.</p>		<p>Baroque music – families of the orchestra</p> <p>Bach.</p> <ul style="list-style-type: none"> - Compose a drum loop, bass line, melody. - Arrange track 		<p>pairs – Drone and Rag.</p> <ul style="list-style-type: none"> • Sing a call and response in two parts, with an accompaniment (Tongo) • Name 2 classical Indian instruments. 	
Year Four	<p>Ukulele</p> <p>Naming all the open strings notes with support, making 1 chord shape and playing the chord clearly.</p> <p>Identifying note values with increasing independence.</p>		<p>Ukulele</p> <p>Naming all the open strings notes with increasing independence, making 2 chord shapes and playing the chords clearly. Being able to alternate between 2 chords with support.</p>		<p>Ukulele</p> <p>To create 3 chord shapes with support, able to perform a more complex strumming pattern and recognising different dynamics with support.</p>	
Year Five	<p>This unit aids my assessment of children, not having seen them for a year, revisiting singing together, Developing their understanding of rhythms 1-5,</p>		<p>YuStudio – Spooky Story</p> <ul style="list-style-type: none"> -Record and manipulate audio track. - Compose with semi breve. -Compose within an A minor scale using the staff. 		<p>Japanese Music</p> <ul style="list-style-type: none"> • Improvise, compose and perform in groups of 4. • Sing in a 4 part round with melodic ostinato (Hey Ho) 	

	Reading 5 notes of scale without letter support. Major / minor tonality.		Classical music – Mozart.			
Year Six	'Hey Mr Miller' - Singup Rhythms 1-6 Read full scale without letter support.		YuStudio – Hip hop Compose Romantic music – Tchaikovsky.		<p>Samba</p> <ul style="list-style-type: none"> • Sing in 3 part harmony as a class ensemble. (Throw catch) • Read and perform rhythms – levels 1-6. • Read octave on the staff. 	