

King’s Court First School – KS1 & KS2 Music Curriculum Map – 2026 - 2027

EYFS Music	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts	
	1A – Exploring Sound	1B – Celebration Music	2A – Music and Movement	2B – Musical Stories	3A - Transport	3B – Big Band
Early Learning Goals	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Think about the perspectives of others. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Learn rhymes, poems and songs.
	Vocal sounds: To explore using voices to make a variety of sounds. Body sounds: To explore how to use our bodies to make sounds. Instrumental sounds: To explore the sounds of different instruments. Environmental sounds: To identify sounds in the environment. Nature sounds: To use voices to imitate sounds.	Diwali sounds: To learn about music. Hanukah music: To learn the names of traditional Jewish musical instruments. Kwanzaa music: To take part in a traditional call and response song. Christmas music: To learn about Christmas. Christmas action songs: To suggest actions for a song.	Action songs: To understand why songs have actions. Finding the beat: To explore beat through body movement. Explore tempo: To explore music. Exploring pitch and tempo through dance: To explore pitch and tempo with scarf dancing. Music and movement: To perform action songs.	Moving to music: To listen to the melody and lyrics. Storytelling with actions: To use actions to retell a story. Using instruments to represent actions: To learn how instruments can represent an action. Musical story composition: To create a musical story based upon a routine. Musical story performance: To use movement.	Exploring different types of transport: To explore creating sound effects. Trains: To explore making sounds at different speeds. Boats: To explore moving to different tempos. Cars: To interpret symbols. Transport journey: To explore a score.	What makes an instrument? To discuss what makes an instrument. Orchestra: To learn about an orchestra. Follow the beat: To look at a beat. Tuned instruments: To experiment with music. Big band: To choose instruments.
KS1 Music	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts	
	Chris Quigley:		Key Stage 1: - Use their voices expressively by singing songs and speaking chants and rhymes. - Playing tuned and untuned instruments musically. - Listen with concentration and understanding to a range of high-quality live and recorded music. - Make and combine sounds using the inter-related dimensions of music.			
Milestone 1	To perform		- Take part in singing, accurately following the melody. - Follow instructions on how and when to sing or play an instrument. - Make and control long and short sounds, using voice and instruments. - Imitate changes in pitch			
	To compose		- Create a sequence of long and short sounds. - Clap rhythms. - Create a mixture of different sounds (long and sort, loud and quiet, high and low). - Choose sounds to create an effect. - Sequence sounds to create an overall effect. - Create short, musical patterns. - Create short, rhythmic phrases.			
	To transcribe		Use symbols to represent a composition and use them to help with a performance.			
	To describe music		- Identify the beat of a tune. - Recognise changes in timbre, dynamics and pitch.			
Year 1	1A – Start with my singing voice: Find my singing voice ‘How can I use my singing voice to engage others?’	1B – Singing together: How singing can make me feel ‘Would you rather play the drums and be very loud, or play the flute and be very quiet?’	2A – Compose and Create: Exploring and performing rhythm patterns ‘How do pictures help when composing a rhythm?’	2B – Music and movement: Feeling the pulse and changing the tempo ‘If I play the music fast, what effect will this have?’	3A – Compose and create: High and low melodic responses ‘Does rhythm matter?’	3B – Singing for performance: Changing tempo and dynamics in our songs ‘How does music make me feel?’
	Use my singing voice and sing songs with my friends Sing an echo and know what an echo is Sing a response and know what a call and response song is Create and sing a musical response as part of a call of response singing game Sing my part in our songs and know the difference between echo and call and response Play a steady beat on my instrument	Control my loud singing voice and my soft singing voice Control my singing voice to suit a song Control my strong singing voice to suit a song without shouting Change dynamics when singing and know that dynamics means how strong or soft I am Follow signs for stronger and softer singing and know that changing the dynamics can change how the song feels Control and change my singing dynamics when I am performing	Move, play and sing in time Explore the sounds of our percussion instruments, starting and stopping with a leader Echo a rhythm in time and know that a rhythm is the pattern of sounds that we play and sing Use the pictures to help me play a rhythm accurately Use pictures to help me compose a rhythm Play a rhythm with a steady pulse	Feel the pulse in different songs and chants and know that a pulse is the heartbeat of the music Move to the beat of the music and know when it is my turn to sing, move and respond in time Describe the tempo of the music as fast, slow or steady Change the tempo of a song or musical game and can explain how this makes it feel different Hear tempo changes in a piece of music and can respond by moving in time to the beat Use tempo changes to tell a musical story	Sing and identify call and response structures in chants and songs Read and chant four beat rhythms Hear the difference between high and low notes in our songs Compose a four beat-rhythm using Ta and Ta-di and play it with a steady pulse Compose a high-low melody and perform this on pitched percussion Perform my composed melody as part of a call and response song	Listen carefully and share ideas about how music makes me feel Respond to and sing songs that have different feelings or moods Sing songs with changing dynamics and can explain how this makes the song feel Sing a song with a changing tempo and can explain how this song makes me feel Follow a conductor to change the mood of the song Tell stories and show feelings through my singing
Year 2	1A – Start with singing: Start with singing: learning through singing games ‘How does my voice change when singing?’	1B – Singing together: singing helps us work together ‘How do sea shanties resemble the sea?’	2A – Compose and create: Recording our musical ideas using a graphic score ‘Which instruments can you use to represent an animal?’	2B – Music and movement: Using symbols to represent pitch ‘Would you rather play a drum or a flute?’	3A – Compose and create: Improvising with four notes ‘If I play notes on an instrument, how can I repeat this?’	3B – Singing for performance: Adding a simple vocal accompaniment ‘How can I use my body effectively?’
	Sing and move with a steady sense of pulse Identify the beat in songs I sing Identify the rhythm in songs I sing, and know the difference between beat and rhythm Sing high and low pitches, matching a leader Play singing games with awareness of beat, rhythm and pitch	Understand that singing can be used to help to achieve a task Sing songs with a steady pulse and know that this can help us to work together in time Sing my part in a call and response song and know that this structure is used in sea shanties and other songs of the sea Play a strong beat to help us sing in time together Identify and play the beat or rhythm of a song Create a rhythmic ostinato to help us keep in time together	Describe the timbre of instruments and understand that an instruments’ materials affect its timbre Respond to music through movement and understand timbre can help to develop a character Read and play from a simple graphic score Rehearse a rhythm and choose an instrument based on its timbre, to perform it on Use symbols to write my animal sounds on a graphic score Read my graphic score and play my part in an ABA composition	Identify high and low notes and know that melodies have different pitches Recognise high and low notes and place these on a simplified stave Hear the highest note of a song and can place this on a musical stave Identify the notes of a three-note song and place these notes on a musical stave Hear the lowest note of a song and place this on a musical stave Identify the notes of a four-note song and place these notes on a musical stave	Read and play do, mi so and la and explore different ways to play these notes Improvise with a partner using do, mi, so and la, within a call and response structure Play a song that uses do, mi, so and la on pitched percussion instruments Read and play rhythms and melodies using simplified notation, keeping a steady pulse Use the do, mi, so and la to play within an ABA structure Perform an ABA piece, keeping a steady pulse and improvising thoughtfully on the notes do, mi, so and la	Move in time to the pulse whilst singing Use body percussion to keep a steady beat whilst singing Keep a rhythmic, chanted ostinato going under a song Keep a sung ostinato going under a song Practise a song to prepare for a performance Perform songs with two or more layers, singing my part accurately and keeping a steady pulse

KS2 Music	Term 1- All About Us / Our Community		Term 2 – Culture		Term 3 – The Arts	
	Chris Quigley:		Key Stage 2: - Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. - Improvise and compose music using the inter-related dimensions of music separately and in combination. - Listen with attention o detail and recall sounds with increasing aural memory. - Use and understand the basics of the stave and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicals and composers. - Develop an understanding of the history of music.			
Milestone 2	To perform		- Sing from memory with accurate pitch - Sing in tune - Maintain a simple part within group - Pronounce words within a song clearly - Show control of voce - Play notes on an instrument with care so that they are clear - Perform with control and awareness of others			
	To compose		- Compose and perform melodic songs. - Use sound to create abstract effects. - Create repeated patterns with a range of instruments. - Crate accompaniments for tunes - Use drones as accompaniments - Choose, order, combine and control sounds to create effect. - Use digital technologies to compose pieces of music.			
	To transcribe		- Devise non-standard symbols to indicate when to play and rest. - Recognise the notes EGBDF and FACE on the musical staves. - Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.			
	To describe music		- Use the terms; duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. - Evaluate music using musical vocabulary o identify areas of likes and dislikes. - Understand layers of sounds and discuss their effect on mood and feelings.			
Year 3	1A – Start with playing: Adding percussive layers to build texture ‘Does singing in rhythm matter?’	1B – Singing together: How songs are used in communities ‘Why does singing bring communities together?’	2A – Compose and Create: Notating and performing using rhythm grids ‘How do can you follow music?’	2B – Playing together: Building texture with melody, drone and ostinato ‘Why should you rehearse a song before playing?’	3A – Compose and Create: Major pentatonic melodies ‘Are folk songs classic or modern?’	3B – Singing for performance: Holding a second part in rounds and partner songs ‘Why is a conductor important when singing?’
	Chant and sing with a secure sense of pulse Use percussion instruments to add musical punctuation to songs and chants Play a rhythmic ostinato and chant at the same time Play a rhythmic ostinato and sing at the same time Build layers of percussion under a chant as part of an ensemble and know that this creates a thicker texture in a chant Build layers of percussion under a chant as part of an ensemble and know that this creates a thicker texture in a song	Take part in singing games and understand that singing games can be used to strengthen communities Participate in playground games and singing games and know that these can be used to bring communities together Name some different places where children may sing together and can participate in singing rounds Understand how changing dynamics and using my voice in different ways can help capture the character of the music Choose appropriate dynamics and use my voice in different ways to create a powerful performance for an audience	Perform from a simple rhythm grid as part of an ensemble Read and perform Ta and Ta-di rhythms using a rhythm grid Decode and compose rhythm grid notation that shows the subdivision of the beat Read and compose rhythm grid notations that include many symbols Read and perform from body percussion and stick notation rhythm grids Compose and refine a rhythm composition using stick notation on a rhythm grid	Identify different layers of sound under songs and in music Add to the texture of a song by playing a drone Add to the texture of a song by playing a simple ostinato Add to the texture of a song by playing a simple melodic ostinato Play a melodic ostinato whilst singing at the same time Rehearse, sing and play as part of an ensemble performance	Sing folk songs with accuracy of pitch and pulse Sing major pentatonic folk songs and know that the major pentatonic is a five-note scale Sing a play a major pentatonic melody that uses dotted rhythms (Ta-mi) Sing, play, read and notate a major melody that uses dotted rhythms (Ta-mi) Create stylistic improvisations using the major pentatonic scale and dotted rhythms (Ta-mi) Compose, notate and perform a major pentatonic melody that uses dotted rhythms (Ta-mi)	Follow the structure of a round and know that everybody sings the same melody but at different times Identify the different songs being sung in partner songs and know that a partner song is when two or more songs are sung at the same time Follow a conductor when singing a round to know when it’s my turn to sing Hold my part confidently in a partner song and hear how my part adds to a thicker texture Rehearse effectively using the structures of both rounds and partner songs Hold my part with confidence in a performance, singing a the right time with accuracy and a steady pulse
Year 4	1A – Start with playing: Adding layers to major and minor songs ‘Would you rather have a voice that hums all of the time or be able to clap a rhythm that makes everyone around you start dancing?’	1B – Singing together: How stories are shared through song ‘How are stories told through music?’	2A – Compose and Create: Improvising within Hindustani classical music ‘Does Hindustani music feel different to modern songs?’	2B – Playing together: Effective rehearsing as part of an ensemble ‘Would you rather be a solo act or part of a group?’	3A – Compose and Create: Composing a major melody on a stave ‘Would you rather have your voice like a robot or a trumpet?’	3B – Singing for performance: Discovering different ways to sing in harmony How would you work together to sing?
	Sing new major and minor tonality folk songs with a sense of character Follow the melodic shape of major tonality folk songs, singing and signing the major pentachord and framing this with a drone accompaniment Follow the melodic shape of minor tonality folk songs, singing and signing the minor pentachord and framing this with a drone accompaniment Accompany a minor tonality song with a melodic ostinato Build texture as part of an ensemble accompanying songs with a drone and melodic ostinato	Hear and understand part of a story told through song Understand how different songs are used to tell us about stories and characters Talk about what opera is and how it is used to tell a story Use my voice and body to share how a character is feeling in a song Demonstrate my understanding of opera by performing a song in character and conveying their emotional journey Share a story through song by performing in character	Speak and clap a rhythm cycle (taal) in time Sing a play notes from a raag Sing and play a melody using a raag Improvise a short musical phrase using a five-note raag Play and sing a melody in time to a rhythmic cycle Add a drone to the taal and raag from an effective Hindustani classical musical performance	Learn a vocal melody, developing a range of strategies for practising effectively Practise a new rhythmic accompaniment and recognise strategies to use to improve Practise a new melodic accompaniment and recognise strategies to use to improve Play my part confidently within a large ensemble Work in a small ensemble using effective rehearsal strategies to prepare for a performance Use feedback to refine an ensemble performance and review the success of rehearsal strategies	Identify a major melody and describe its character Read, sing and play the major pentachord and know it uses the first five-notes of the major scale Read and notate the ascending and descending major pentachord on a simplified stave Read and play major melodies on tuned percussion Compose and notate a major melody considering the use of steps and leaps, repetition and melodic shape Perform my major melody composition with increasing accuracy and a steady pulse	Keep in time with others and show melodic shape using actions Sing songs in rhythm names and solfège from memory Perform partner songs and a round, singing it at the right time with accuracy, and keeping a steady pulse Perform a rhythm ostinato and practise round singing, holding my part confidently Perform and read a melodic ostinato Use solfège to compose harmony and perform songs in 2 or 3 parts
Knowledge maps	Y1: Singing voice Y2: Singing together Y3: Percussive layers Y4: Playing songs	Y1: Community songs Y2: Singing together in a round Y3: Community songs Y4: Singing together to share ideas	Y1: Rhythmic patterns Y2: Recording musical ideas Y3: Rhythm grids Y4 – Hindustani classical music	Y1: Feeling the pulse Y2: Using symbols Y3: Building texture Y4: Playing together	Y1: High and low responses Y2: Improvising music Y3: Singing folk songs Y4: Composing a melody	Y1: Changing tempo Y2: Vocal accompaniments Y3: Playing a round Y4: Singing in harmony
Breadth of study	Perform, compose, transcribe and describe Developing my singing voice (Y1, Y2, Y4) Practising and preparing for a performance (Y2, Y3) Playing together in an ensemble (Y3, Y4)	Perform, compose, transcribe and describe Developing my singing voice (Y1, Y2, Y3, Y4) Practising and preparing for a performance (Y1, Y3) Notating and sharing music (Y2, Y3, Y4) Music over time and in different places (Y2, Y3, Y4) Creating, composing and improvising (Y2)	Perform, compose, transcribe and describe Notating and sharing music (Y1, Y2, Y3, Y4) Playing together in an ensemble (Y1, Y2, Y3, Y4) Creating, composing and improvising (Y1, Y2, Y4) Practising and preparing for a performance (Y3, Y4) Music over time and in different places (Y4)	Perform, compose, transcribe and describe Developing my singing voice (Y1) Playing together in an ensemble (Y1, Y3, Y4) Notating and sharing music (Y2. Y4) Practising and preparing for a performance (Y3, Y4)	Perform, compose, transcribe and describe Notating and sharing music (Y1, Y2, Y3, Y4) Playing together in an ensemble (Y1, Y2) Creating, composing and improvising (Y1, Y2, Y3, Y4) Practising and preparing for a performance (Y1, Y2)	Perform, compose, transcribe and describe Developing my singing voice (Y1, Y2, Y3, Y4) Practising and preparing for a performance (Y1, Y2, Y3, Y4)
Continuous provision	Musical instruments	Musical instruments Notation	Musical instruments Notation	Musical instruments Notation	Musical instruments Notation	Musical instruments
Deliberate choices	Oak national academy planning used to ensure consistency Practical lessons to engage Elements of music repeated over year groups: singing is interleaved in all topics. Different cultures brought into topics – cross curricular links to PSHE and RE: links to Hinduism, folk songs and opera					

