All Souls' Catholic PRIMARY SCHOOL

Music Curriculum Overview

2026 - 2027

		Developing a sense of pulse and rhythm		*Adding melody to pulse and rhythm*		*Developing as a musician*	
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Unit	***1 – Listening** (5-6 hours)*	**Musical Context:** Listening to music from a variety of eras / periods, understanding that music has changed over time.	**Musical Context:** Listening to music from a variety of eras / periods, understanding that music has changed over time.	**Musical Context:** Mainly focus on Baroque era music – placing this in context on a musical timeline. Children can recognise crotchets, minims and semibreves and record these on a rhythm line or graphically. They can also recognise the rest symbols for these notes.	**Musical Context:** Mainly focus on Classical era music – placing this in context on a musical timeline. Children can recognise quavers and their rests	**Musical Context:** Mainly focus on Romantic era music – placing this in context on a musical timeline. Children learn how quavers are grouped and where appropriate are introduced to dotted notes and semiquavers.	**Musical Context:** Mainly focus on 20th C / modern era music – placing this in context on a musical timeline. Children are increasingly coherent in reading from staff notation and recording rhythms in this way. They can also read and represent music in other formats.
		Core Objectives: Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4	**Core Objectives:** Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	**Core Objectives:** Identify and describe musical features in pieces from different traditions (Baroque); sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	**Core Objectives:** Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	**Core Objectives:** Whilst listening, pick out and perform syncopated and off-beat rhythms; NC2.2/ NC2.5/ NC2.6 Talk about the key features of music including Tempo, Metre, Instrumentation, Melody Understand the key features of at least two different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6	**Core Objectives:** Talk about the key features of music including Tempo, Metre, Instrumentation, Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6
		Building Block Objectives: Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4 Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4 Develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	**Building Block Objectives:** Repeat back longer basic rhythms (at least 2 bars); NC1.4 Appreciate and recognise at least 2 different time signatures (3/4 and 4/4) NC1.3 Repeat back longer basic rhythms (at least 2 bars); NC1.4 Develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	**Building Block Objectives:** Appreciate and recognise 2/4, ¾ and 4/4 using at least 3 different tempos NC2.1/ NC2.3 Recognise and record rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4	**Building Block Objectives:** Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3 On an instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures NC2.1	**Building Block Objectives:** On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1 Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1 capture the work in different formats so it can be recreated	**Building Block Objectives:** Perform pieces which use off-beat and syncopated rhythms in: - 3 different time signatures - 3 different tempos NC2.1 Capture the work in different formats including staff notation so it can be recreated NC2.4

		Vocabulary: Pulse, Rhythm, Tempo, Allegro, Moderato, Melody, Instrument	**Vocabulary:** As Y1, plus Canon, Round, Imitation	**Vocabulary:** As Y2 plus Forte, Piano, Largo, Accompaniment, Phrasing, Time Signature, Unison	**Vocabulary:** As Y3 plus Harmony, Counter-Melody, Chord, Chord progressions, Solo	**Vocabulary:** As Y4 plus Crescendo, Diminuendo, Dynamics, Dotted Rhythm, Instrumentation, Musical Features, Off-Beat Rhythms, Syncopated	**Vocabulary:** Full use of terminology from progression map.
	2 – Composing and Improvising *(5-6 hours)*	**Key Outcomes:** Children understand what is means to 'compose' and 'improvise' music. Children can compose, notate (on rhythm grids) and perform simple rhythms using body percussion and tuned/un-tuned instruments. Keeping mainly within a 4/4 time signature (4 beat bar)	**Key Outcomes:** Build on Year 1 by extending to additional time signatures (3/4 & 2/4), with children understanding that music can be written so that bars contain different (but regular) numbers of beats in bars. Compositions extending to 2 bars (and beyond). Children to attach the note/beat names of semibreve, minim, crotchet and quaver.	**Key Outcomes:** Children develop their understanding of pitch – high and low sounds and that melodies are created by changing pitch. They compose simple tunes by changing pitch and consider how that may be represented graphically, showing symbols or notes written physically higher or lower to represent this. Children know that staff notation is used to record music, recognise the treble clef, stave and know that musical notes have names from A-G	**Key Outcomes:** Children build upon the knowledge of pitch from Year 3 improvise and compose tunes that are longer than 3 notes. They can begin to read and write music from a musical stave, knowing the note names of the 5 lines and four spaces. Children understand that music can have a major or minor tonality and this ca be used to create mood. Children use the pentatonic scale of 5 notes to create phrases of music.	**Key Outcomes:** Children compose melodies in C major or A minor and consider that music can have a structure (for example ternary (ABA). Children understand the concept of chords and compose using chords. Children improvise over a drone or simple groove.	**Key Outcomes:** Children compose pieces of music with multiple sections including repetition and contrast. Improvisations are longer – over 8 beats – over a fixed groove or drone. Children consider rhythmic variety to create interest. Children consider the structure of their compositions and choose this appropriately.
		Core Objectives: Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	**Core Objectives:** Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	**Core Objectives:** Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2	**Core Objectives:** Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2	**Core Objectives:** Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	**Core Objectives:** Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6
		Building Block Objectives: Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4 Develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	**Building Block Objectives:** Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims) NC1.2/ NC2.1/ NC2.3 Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	**Building Block Objectives:** Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4 Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4	**Building Block Objectives:** Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3 Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4	**Building Block Objectives:** Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1 Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	**Building Block Objectives:** Perform pieces which use off-beat and syncopated rhythms in: - 3 different time signatures - 3 different tempos NC2.1 Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4
		Vocabulary: Bar, Instrument, Percussion, Performance, Pulse, Rhythm, Tempo	**Vocabulary:** As Y1 plus crotchet, minim, imitation, quaver, repetition, rest, semibreve	**Vocabulary:** As Y2 plus Composition, Improvisation, Notation, Time Signature, Tuned, Forte, Piano	**Vocabulary:** As Y3 plus Chord, Harmony, Counter-melody	**Vocabulary:** As Year 4 plus dynamics, crescendo, dotted rhythm, staff notation, syncopated, score, diminuendo	**Vocabulary:** All vocabulary from each year group to this point.
	3 – Performing *(6 - 8 hours)*						

4 – Singing (5-6 hours)