



Music Curriculum Overview 2025 - 2026

Aims Across KS1 & KS2 - All children taught by a Local Advisory Specialist music teacher.

- Build secure aural foundations (inner hearing, pulse, rhythm, pitch, phrasing).
 - Develop singing skills with Kodály hand signs, solfa and rhythm syllables.
 - Progress from unpitched percussion → tuned percussion → instrumental performance.
 - Foster creativity through improvisation, composition and ensemble work.
 - Enable pupils to perform, evaluate and create as musician.
- Year 6 bring everything together to **compose and produce their own musical**, from the notation upwards.
 - All individual instrumental lessons are **Kodály based and delivered by a LAT**, trained by Michael Stocks and former trustee to the British Kodály Academy.
 - Listening to a diverse cultural and historical selection of music on a weekly basis.

In a nutshell:

Year 1 – Finding the Singing Voice

- Focus: Pulse, rhythm, pitch (so-mi-la).

Activities:

- Singing games (“See-Saw”, “Engine Engine”, clapping games).
- Pulse exploration with body percussion and unpitched percussion.
- Start rhythm syllables (ta, ti-ti, rest).
- Introduce hand signs (so-mi, then la).

Outcomes: Keep a steady pulse, sing in tune within a minor third, aurally recognise simple rhythms.

Progression Highlights

- **Y1–2:** Singing foundation (pulse, pitch, rhythm).
- **Y3:** Notation, rounds, simple ensembles.
- **Y4:** Instrumental foundation (violins).
- **Y5:** Band musicianship, chords, grooves.
- **Y6:** Composition, arranging, production.

Music Curriculum Overview 2025 - 2026

Year 2 – Expanding Pitch and Rhythm

- Focus: Longer rhythmic values, extended pitch set (do–re–mi–so–la).

Activities:

- Singing games with call/response.
- Ostinato patterns on unpitched percussion.
- Introduce chime bars/xylophones (so–mi–la melodies).
- Begin simple question–answer improvisations.

Outcomes: Sing pentatonic songs, clap/tap rhythms with quavers, minims, and rests, play simple ostinati on tuned percussion.

Year 3 – Developing Musicianship

- Focus: Reading/writing rhythms and pitches (pentatonic scale), part singing.

Activities:

- Rounds and partner songs.
- Playing scales and simple melodies on chime bars/recorders.
- Start formal notation reading (stick notation → staff notation).
- Simple ensemble layering (ostinato + melody).

Outcomes: Read/write simple rhythms and pentatonic melodies, maintain independent parts in rounds, develop listening for ensemble balance.

Music Curriculum Overview 2025 - 2026

Year 4 – Violins

- Focus: String technique, ensemble discipline, applying Kodály solfa to an instrument.

Activities:

- Whole-class violin tuition (open strings, D major scale).
- Link singing → solfa → notation → violin.
- Play simple folk tunes and rounds.
- Develop ensemble awareness (bowing together, tuning).

Outcomes: Play short pieces with correct posture and tone, read staff notation in treble clef, perform as a class string ensemble.

Year 5 – Band Musicianship

- Focus: Rhythm, harmony, chord progressions, band skills.
- Instruments: Bass guitar, guitar, cajón, drums, chime bars (melody + chords).

Activities:

- Learn 4-chord songs (I–V–vi–IV) using guitars, bass and chime bars.
- Cajón/drum kit: rhythmic grooves (quavers, syncopation, 12/8).
- Ensemble: rotating roles (rhythm, harmony, melody, percussion).
- Improvisation: call/response on instruments.

Outcomes: Play in a class band, maintain pulse and part independently, improvise simple rhythms/melodies, perform popular songs as an ensemble.

Music Curriculum Overview 2025 - 2026

Year 6 – Creating a Production

- Focus: Composition, arranging, performance, leadership.

Activities:

- Songwriting: lyric writing, melodic composition (using solfa and staff notation)
- Arranging: assign parts to instruments (violin, band, voices, percussion).
- Script-writing: create narrative or theme for production.
- Staging & rehearsals: integrate singing, instrumental pieces, drama.

Outcomes: Pupils write and stage their own musical production (30–45 mins), incorporating original songs, instrumental interludes and narrative. They demonstrate independence, creativity and collaborative musicianship.

SOW Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Developing singing voice (so mi pitches), posture, expression, focus. Unconscious pulse, unconscious rhythm, higher and lower. Turn taking songs such as 'Copy Cat' and 'Hello How Are You?'	Continuing developing singing voice. Conscious pulse demonstrated through actions, untuned percussion (cajons / tambourine. Developing solo singing through turn taking and basic improvisation such as 'Roll the Ball'	Developing faster/slower, higher/lower, quieter/louder as concepts. Developing solo/duet/trio/quartet performances. Songs such as 'Apple Tree' 'Ickle Ockle'.	Using vocabulary piano/forte, fast slow tempo, higher/lower pitch, rhythm and make conscious pulse vs rhythm. Use cajons and tambourine to embed rhythm. Notate using stick notation.	Use graphic scores, sing pentatonic melodies, part singing, duets, continue to develop pulse/rhythm, pentatonic pitch unconsciously and ability to sing and demonstrate pulse/rhythm. 'Fireworks Soundscape'	Develop Summer 1 in preparation for year 1

Music Curriculum Overview 2025 - 2026

SOW Overview						
Year 1	Developing singing voice (so, mi, pitches), posture, expression, focus. Conscious pulse, conscious rhythm, higher and lower pitches. Using focuses, expression, diction, energy and posture when singing always throughout the year.	Introduce conscious 'so, mi,' and use boomwhackers to perform all songs known. Introduce ta/titi/rest rhythms	Notating all songs on the board, composing new ones, using stick notation and so mi pitches. Dictation games to recognise pitches.	Composing melodies using stick notation, so mi pitches. Adding lyrics to rhythm sticks and using syllables. Looking at non conventional notation	Continue composing melodies using stick notation, so mi pitches. Adding lyrics to rhythm sticks and using syllables. Looking at non conventional notation	Embedding ability to sing whilst demonstrating pulse/rhythm in duets. Playing melodies using so mi, subconsciously showing where la goes in physical space
	Developing singing voice (so, mi, la pitches), posture, expression, focus. Conscious pulse, conscious rhythm. Composing, reading and writing stick notation using solfa Using focuses, expression, diction, energy and posture when singing always throughout the year. Using voice qualities twang, sob and aspirate when singing. Continue throughout year	Showing pulse and rhythm through duets. Notating all known songs using stick notation. Performing using boomwhackers and cajons. Dictation using so mi la pitches and composing with the elements.	Using musical signposting such as 1st, 2nd time bars, binary, ternary and rondo form. Looking at structures. Composing using structures to fit briefs and intents such as sad scene, happy pantomime etc.	Continue to develop spring 1 with instruments. Graphic scores, fireworks, soundscapes, improvisation activities with nonconventional sounds. Body percussion and linking to rhythm	Thinking about major/minor harmony and how this impacts mood of a melody. Adding major or minor chords to melodies when composing	Practising weaker skills and consolidating everything known to sfar.

Music Curriculum Overview 2025 - 2026

SOW Overview						
Year 3	Introducing mi re do pitches unconsciously. Performing known songs on chime bars as well as boomwhackers and cajons.	Making conscious mi re do and working on notating this on a 2 line stave. Unconsciously preparing rhythms tika tika, ti-tika, tika-ti, tie-ti, timka, syncopa,	Notating full pentatonic scale and composing, reading and writing using it. Performing known songs on boomwhackers, chimebars and cajons. Composing songs using verse, chorus, bridge, middle 8, coda. Looking at writing lyrics to fit melody, and melody to fit lyrics.	Contemporary music including improvising sounds, soundscapes, study of Stripsody etc, performance and composition of graphic scores. Improvisation and conducting. Rhythm machines and riffs. Ostinati and motif. Notating multi-part rhythmic pieces. Using iPads to create beats	Bringing all elements together to consolidate pentatonic scale, notated using stick notation, played on chime bars, cajons and boomwhackers. Graphic scores incorporating conventional and non conventional notation	Practising weaker skills and consolidating everything known to sfar.
Year 4	Introduce Violins and how they work within the orchestra. Learn open string notes in Solfa. Practice singing with good balance and steady bowing.	Compose simple songs for violins making use of open strings and known musical elements. Notate on a stave and consider how open strings and fretted strings sound different.	TBC	TBC	TBC	TBC

Music Curriculum Overview 2025 - 2026

SOW Overview						
Year 5	<p>Full band rock and pop programme. Using cajons, chime bars, bass guitars, acoustic guitars. Guitars: chords G D Em and C. Pentatonic melodies in keys of G.</p> <p>Bass: notes E G A C D</p> <p>Chimes: Pentatonic melodies</p> <p>Cajons: Bass and snare rhythms.</p> <p>Ensemble skills through learning specific tailored songs such as Rock and EDM Dance track.</p>	<p>Continue to develop all skills on all instruments. Set up, health and safety, band rehearsal techniques such as waiting, teamwork, listening, common pulse, improvisation and balance. Quiet when tuning.</p>	<p>Performance preparation for Northwich Sings. Posture, diction, expression, voice qualities, focus, intonation. Learning the massed work and developing solo sections.</p>	<p>Performance preparation for Northwich Sings. Posture, diction, expression, voice qualities, focus, intonation. Learning the massed work and developing solo sections.</p>	<p>Consolidating all known interrelated dimensions of music. Pentatonic melodies, 5 line stave, harmony using specific chords, structures, lyrics and dynamics. Composing songs, melodies and chord sequences. iPads to beat sequences and use within composition.</p>	<p>Practising weaker skills and consolidating everything known to sfar.</p>
Year 6	<p>Introduce pitches fa and ti. Develop diatonic scale in solfa. Play on chimes, boomwhackers, ukulele etc. Compose using all known rhythms and diatonic melodies.</p>	<p>Introduce keys signatures and clefs. Practise constructing major/minor scales in any key using full/half steps. Notate known songs in any key. Perform on chimes. Compose in keys</p>	<p>Composing a full musical. Outline plot, characters, setting, morals, outline scenes. Compose ensemble/solo/duet songs and start setting drama.</p>	<p>Develop musical using all known skills so far. Working towards Summer Production</p>	<p>Develop musical using all known skills so far. Working towards Summer Production</p>	<p>Develop musical using all known skills so far. Working towards Summer Production</p>