



Programme Leader (Primary)	Curriculum Leader (Secondary)	Line Managers
Beth Kelly	Lucy Millington	Alex Clark

















Music in the EYFS





Area of Learning: Expressive Arts and Design

EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

EYFS Statutory Characteristics of Effective Learning:

The teaching and provision of 'Expressive Arts and Design' provides opportunities for the three characteristics of effective teaching and learning to be realised:

- playing and exploring children investigate and experience things, and 'have a go'
- active learning children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically children have and develop their own ideas, make links between ideas, and develop strategies for doing things

EYFS Statutory Early Learning Goal - Expressive Arts and Design: Being imaginative and Expressive.

Children at the expected level of development (end of year) will:

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes and poems and stories with others and when appropriate move in time with the music.





<u>Development Matters - Non - Statutory Curriculum Guidance;</u>



3 and 4-year-olds will be learning to:

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.



Children in reception will be learning to:

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.

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.



Birth to three – babies, toddlers and young children will be learning to:

Show attention to sounds and music.

Respond emotionally and physically to music when it changes.

Move and dance to music.

Anticipate phrases and actions in rhymes and songs, like 'Peepo'.

Explore their voices and enjoy making sounds.

Join in with songs and rhymes, making some sounds.

Make rhythmical and repetitive sounds.

Explore a range of soundmakers and instruments and play them in different ways.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.







Music in EYFS Provision –

Continuous provision of Music is offered for child-initiated learning in GOAL (Go Off and Learn) time, areas can be enhanced with stimuli or invitations to create

- Music area with a range of instruments
- Music area enhanced with nursery rhymes/ topic themed songs to encourage children to recall words to songs learned.
- Outdoor stage area provides opportunity for children to perform songs and dances.
- Costumes and props provided both in doors and outdoors to incorporate into pretend play and dress up performances.

Adults to support by introducing songs gradually and repeat them regularly. Adults to sing slowly so children can listen to the words and melody of the song. Adults to sing call and response songs so children can echo phrases to the song heard. Adult interactions to scaffold and extend, assessment and planning for enhancements is fundamental in the progression of skills.

Curriculum Enhancements

In Autumn 2 children put on a Christmas performance where the children dress up as different characters and rehearse songs from the Christmas nativity. This is then performed in front of the whole school and to parent and carers. The children also take part in an animal showcase dance performance in Summer 1 linked to the Topic 'Amazing animals in our world'.

Temple Learning Academy - Music Curriculum Map 2025-2026

Curriculum Leader	Line Manager
Beth Rimmer	Alex Clark

	Primary Music Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Rec	I am an active listener when I listen to music.	I have fun making music. NB: making, exploring and performing skills are	I talk about music and how it makes me feel.	I talk about music and how it makes me feel.	I can sing in a group. I can sing a solo.	I can sing in a group.	
	I can sing in a group.	explored throughout year	I respond and move to music.	I respond and move to music.	I can follow a	I can sing a solo.	
			fast, slow, loud, quiet	fast, slow, loud, quiet	melody and match the pitch. high, low	I can follow a melody and match the pitch.	
						high, low	
Year 1	Menu song	The king is in the castle	Football	Who stole my chickens	Dancing and	As I was walking down the	
				and my hens?	drawing to	street	
		I know what using timbre,		I know how to make up new	Nautilus/		
	I know how to listen and	dynamics and pitch mean.	I know how to compose word	lyrics and create short body	Cat and		
	move in time to the song.	Library have be also as a contract	patterns in groups.	percussion patterns to accompany the song.	Mouse	I know how to sing a song that	
	- I.,	I know how to change voice to suit different characters	l., , , ,	decompany the song.		includes a time change from march	
	I know how to sing a song from memory,	while performing appropriate	I know how to improvise four-note call-and-response		I know how to	to a jig.	
	remembering the order of	actions.	vocal phrases using 'so' and	I know how to use high and	Perform actions	I know how to play untuned	
	the verses.		mi-re-do.	low voices to sing familiar	to music, reinforcing a	percussion instruments, and use	
		I know how to identify a		songs.	sense of beat.	movement, to mark the beat and	
	I can copy a leader in a call-	simple song structure and	I know how to chant together		30.130 01 3000	recognise a change in metre.	
	and-response song.	rhyme pattern.	rhythmically, marking rests.	I know how perform a partner	Develop		
		Charactura Timbura Ditah	l	clapping game while singing a	awareness of	Listen to a jig and move in time to	
	I know how to listen and	Structure Timbre Pitch	I can play a simple ostinato (repeated patterns) on	song.	duration and	the music.	
	move in time to a song.	Dynamics Rhyme	untuned percussion.	I know how to copy short	the ability to move slowly to	https://www.bbc.co.uk/teach/school	
	Beat March Timbre	Determined the small by		rhythm patterns by ear.	music.	-radio/music-ks1-sun-sea-song-	
	beat water fillible	Peter and the wolf by	I know the difference			index/zr4x2sg	
	'Be our guest' from	Sergei Prokofiev	between a pitched and	Beat Rests Rhythm	Create art		
	Beauty and the Beast		unpitched percussion.	patterns Higher/lower	work, drawing	Beat March Jig	
	beauty and the beast				freely and		

		I				T
	 'Food glorious food' 		Beat Ostinato		imaginatively in	
	from Oliver!		Pitched/unpitched		response to a piece of music.	
			patterns Mi-re-do		piece of music.	
					N. A. a. al	
					Mood	
					Tempo	
					Dynamics	
					Rhythm Dot	
					notation	
Year 2	To learn how to play	To learn how to play	To learn how to play	To play pieces using the	The learn	To learn to play the note top
	the note B	the note A and move	the note G	notes B A and G	how to play	D
		between the notes A			the note C	
		and B	I can play the note G.	I can move our fingers from the	and be able	Loop plays to a D
	I can play the note B.	and b	real play the flote d.	notes B A and G.		I can play a top D.
	Team play the note B.	Lean play the notes Dan A	I can play at different speeds.		to move	
	I can sit silently with our	I can play the notes B an A.	. can play at amerem special	I understand that moving our	from the	I can read and play notes and rests
	recorders.	I can start and stop when	I know what makes a	fingers on and off the keys	note C to A	of different lengths.
	1.000.00.01	playing in time with others.	successful performance.	changes the pitch of the sound		
	I can hold our instrument	playing in time with others.	·	we make.	I can play a top	I can improvise using given notes.
	correctly.	I can name and play at least	I know how to recognise and		C.	
	,	two different notes.	play a minim and semibreve.	I can hear the difference		I can practice and refine
	I can blow a steady note			between high and low pitches.	I can use a	performances as a class.
	with a good mouth	I understand how to start a	I can make up our own		rhythmic ostinato to	
	position.	note by using our tongues to	rhythms and play them.	I can compose using the notes	accompany a	I can perform to an audience.
		help us.		B, A an G.	song.	
	I can copy a simple rhythm.		I can suggest changes to		0	Pulse, Rhythm, Tempo Recorder,
		I can keep a pulse going	performances by using	I can perform to an audience.	I can suggest	Crotchet, Crotchet rest, Quaver,
	I can differentiate between	whilst someone plays or sings	opposites (faster/slower,		changes to	Minim, Semibreve, Pitch, Verse,
	pulse and rhythm.	a tune.	louder/quieter)	I can make up our own	performances	Chorus, Performer, Composer,
			Outron Dunst's a /**	rhythms and play them.	by using	Dynamics
	I can play loudly and	I can perform a short tune	Quaver, Duration (**expect children to talk about how		opposites	
	quietly.	with our friends in the class.	long a note lasts**) Pulse,	Pitale Canada and Banfanasa	(faster/slower,	
		I recognise and understand	Rhythm	Pitch, Composer, Performer	louder/quieter).	
	I understand what tempo	quavers.	,, .		Lancada, and	
	means.	I know the meaning of			I can play as part of a group	
	Lean up appropriate and inter-	dynamics I can create a short			or on own.	
	I can recognise and play a crotchet and crotchet rest.	rhythmic pattern.			5. 5.1. 5.Will.	
	dottilet alla crottilet lest.				I know that a	
	Crotchet, Crotchet rest,	Minim, Semibreve, Dynamics			piece of music is	
	Tempo, Pulse, Rhythm,	, 11 1/2/2, 2 ,//2//////////////////////			made up of	
	rempo, raise, myann,				different	
					sections, e.g.	

					beginning, ending, verse, chorus. Rhythm, Verse, Chorus, Ostinato (repating pattern)	
Year 3	To hold the ukulele	To strum G7 and C7	Learn G and fluidity between chords	To play songs using C, F, G, chords	Simple	Rehearse and improve pieces for performance
	correctly and strum C, Am and F chords	chords – play songs using C, F and G7	between thoras	d, chorus	finger picking –	for performance
	I can hold our ukuleles correctly. I can sit silently with our instruments. I can strum downwards with our right hand. I can copy a simple rhythm. I can move between two chords. I know that a ukulele is a stringed instrument and how the sounds are produced Ukulele, string, peg, strum, chord	I know the positions for three different chords. I know how to read and follow simple tab notation to accompany a song. I can play a song in time to a given pulse. I can move between C, F and G7 when playing a simple Blues song Rhythm, Pulse, Tempo	I can play songs in the key of G, moving between G and C. I know how a simple song is structured into verses and a chorus. I can sing in tune and in time Dynamics, Pitch, Duration, Structure	I can hear how the melody played or sung matches the ukulele chords. I can improvise a rhythm or chord sequence in a simple blues. I can structure and order chords effectively when writing a simple song Improvise, compose	reading plucking tablature I can pluck individual strings by ear. I can read simple plucking tablature and play simple 4- beat rhythms. I can increase my dynamic level when plucking my ukulele in order to be heard. Pluck, fret, Dynamics	improve, strum I can practice a range of pieces for performance, recognizing which aspects of my playing I can improve. I can perform as part of a large group, following a leader and maintaining a constant pulse Pulse, rehearse, practice,
Year 4	Notation – Sing up	3 Little Notes Sing Up	Comp	oosition		Performance
Tuned percussion	I can differentiate between pulse and rhythm.		I can listen and reflect on a piece of orchestral music		I can improvise using note rhythms I know	
	I can recognise and play a crotchet and crotchet rest. I recognise and understand quavers.		·		osen instrument to improvise on a ed range of notes (tuned)	

	I recognise crotchets, rests, quavers and use them to compose and perform rhythms. I can create my own ostinatos (rhythmic and melodic) and	I can learn musical language appropriate to the task I can create my own ostinatos (rhythmic and melodic) and play them in time with each other	I can improvise, demonstrating use of articulation (legato/staccato) and dynamics (piano/forte). I can improvise using more complex rhythms, including varying notes.
	play them in time with each other. I know how to recognise and play a minim and semibreve. I can keep a pulse going whilst someone plays or sings a tune.	I understand what tempo means. I know the meaning of dynamics I can create a short rhythmic pattern.	I can improvise sections of music which include structured phrases. When improvising, I have a clear vision of key,
	Crotchet, Crotchet rest, Tempo, Pulse, Rhythm, Minim, Semibreve, Dynamics	Minim, Semibreve	structure and relevant use of the home not
Year 5 Class	Pulse and Rhythm	Improvising	Performance
	LMI I know the different between pulse and rhythm.	LMI I can improvise using some of the Blues Scale on the Piano.	LMI I can play C, F, and G major chords using finger 1, 3 and 5.
	I can count the beats of the bar.	I can use repetition and dotted rhythms.	I can change chords smoothly.
	I can count bars.	I can create patterns that are grouped into bars.	I can play the 12 Bar Blues at a slow tempo.
	I can clap rhythms that include crotchets, quavers, minims and crotchet rests.	l can use F# and Eb.	I can record chords into garageband in time with the
	I can write down 4 beat rhythms that I hear accurately.	I can do this with my right hand and the	click.
	Piano Skills I can read pitch notation using the treble clef without ledger lines.		I can work out the notes of a basic triad. I can translate this onto garageband.
	I can confidently describe how to find C on the piano.		I can put a melody track on top of these.
	I can count from C to find other notes.		
	I know which finger is which on the piano.		
	I can use 5 fingers to play		

Year 6	This is for the current		Ensemble Skills	Improvising	Composing
(once a	cohort – the eventual level	Piano Skills – Ode to Joy			
fortnight	will eb different from this		I can play the 12 Bar Blues as	I can improvise using the Blues	
specialist room,	when we see pupils coming		a class ensemble in time with	Scale on the Piano.	I can record in a 4 chord sequence using a mixture of
once a fortnight	through with the KS1 and	I can read pitch notation	a backing track.		major and minor chords.
classroom	early KS2 knowledge.	using the treble clef with	_	I can use repetition and dotted	
singing or	Pulse and Rhythm	ledger lines.	I can work out the notes in a	rhythms.	I know how to make sure each chord is 4 beats and in
rhythm work)			triad.		time with the pulse.
	I can hear the difference	I can sight read music that		I can create patterns that are	
	between ¾ and 4/4 time	moves by step.	I can hear if a chord is major	grouped into bars.	I can record in a bass using root notes and interesting
	signatures.	I can play with 2 hands	or minor.		rhythms.
	I can write down 8 beat	together.		I can use F#, Eb and Bb.	I can record in a melody using conjunct movement and
	rhythms that I hear	together.	I can use finger 1, 3 and 5 for		simple rhythms.
	accurately.	I can read bass clef (next	my chords.	I can do this with my right hand	5p. 5, 45.
	,	year)	,	and the correct technique	
	I can count the beats of the	, .	I can experiment with		
	bar.		rhythms for each of the 12	I can improvise while a partner	
			bars,	plays the 12 bar blues, and we	
	I can count bars.		·	can stay in time with each	
				other.	
	I can clap rhythms that				
	include crotchets, quavers,				
	minims and crotchet rests.				

National Curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

 perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical
 instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment targets

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control
 and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

What do we learn at Temple Learning Academy?

EY

In early years, music is part of the expressive arts curriculum, and key to developing strong listening skills. The children sing as a group, perform rhymes, poems and stories as well as creating their own arrangement through percussion and everyday objects.

KS1

In KS1, children begin to learn and use musical vocabulary to follow the beat, comment on pitch and rhyme. They follow both pitched and un-pitched patterns and think about the mood and tempo of music. Y2 also learn to play the recorder following musical notation.

KS2

In KS2, children build on their understanding of musical notation and begin to play chords on the Ukulele. They learn to improvise and arrange pieces of music in small groups. Throughout the curriculum the children learn to perform and critique a range of music and genres.

Why is Music important?

At TLA we believe that music is essential, and all children should have high quality opportunities to listen, respond to and take part in creating music. Links with memory and recall and positive wellbeing are clear, and we celebrate these too.



Our aims

- Children should listen to a range of genres of music over a term responding to these with opinions through class discussion.
- ·Children should create arrangements with both percussion and tuned instruments.
- Children should have opportunity to perform to their class, school and audiences throughout the year.

How do we learn at Temple Learning Academy?

We learn to develop opinions about musical genres through Song on the Day exploring likes, dislikes and music from a range of cultures and our diverse backgrounds.

We use stories, poem and rhyme to build confidence of tempo and pattern in music.

All classes take part in weekly signing lessons with the support of Sing-Up to inspire participation and performance for all. Collective teaching of key vocabulary ensures consistency for non-specialist.

As an all-through setting we have specialist teaching in Y5/6 in the dedicated music room. We have specialist music tuition in Y2 with recorders and Y3 for Ukuleles. There are opportunities for enrichment through the weekly specialist after school music club. We also enrich our curriculum with Christmas performances and music through others subjects.