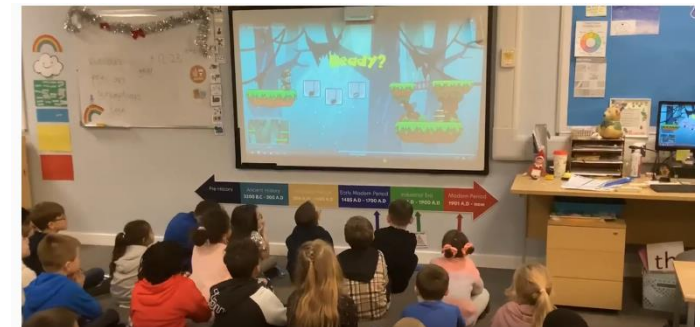
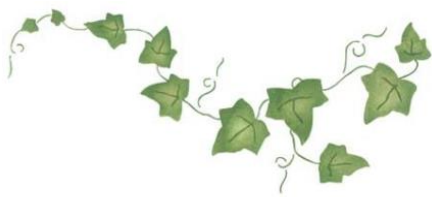


Temple Learning Academy – Music Curriculum Long Term Plan



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.

Development Matters – Non - Statutory Curriculum Guidance;



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'.



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.

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

	<ul style="list-style-type: none"> • ‘Food glorious food’ from Oliver! 		Beat Ostinato Pitched/unpitched patterns Mi-re-do		imaginatively in response to a piece of music. Mood Tempo Dynamics Rhythm Dot notation	
Year 2	To learn how to play the note B I can play the note B. I can sit silently with our recorders. I can hold our instrument correctly. I can blow a steady note with a good mouth position. I can copy a simple rhythm. I can differentiate between pulse and rhythm. I can play loudly and quietly. I understand what tempo means. I can recognise and play a crotchet and crotchet rest. Crotchet, Crotchet rest, Tempo, Pulse, Rhythm,	To learn how to play the note A and move between the notes A and B I can play the notes B an A. I can start and stop when playing in time with others. I can name and play at least two different notes. I understand how to start a note by using our tongues to help us. I can keep a pulse going whilst someone plays or sings a tune. I can perform a short tune with our friends in the class. I recognise and understand quavers. I know the meaning of dynamics I can create a short rhythmic pattern. Minim, Semibreve, Dynamics	To learn how to play the note G I can play the note G. I can play at different speeds. I know what makes a successful performance. I know how to recognise and play a minim and semibreve. I can make up our own rhythms and play them. I can suggest changes to performances by using opposites (faster/slower, louder/quieter) Quaver, Duration (**expect children to talk about how long a note lasts**) Pulse, Rhythm	To play pieces using the notes B A and G I can move our fingers from the notes B A and G. I understand that moving our fingers on and off the keys changes the pitch of the sound we make. I can hear the difference between high and low pitches. I can compose using the notes B, A an G. I can perform to an audience. I can make up our own rhythms and play them. Pitch, Composer, Performer	The learn how to play the note C and be able to move from the note C to A I can play a top C. I can use a rhythmic ostinato to accompany a song. I can suggest changes to performances by using opposites (faster/slower, louder/quieter). I can play as part of a group or on own. I know that a piece of music is made up of different sections, e.g.	To learn to play the note top D I can play a top D. I can read and play notes and rests of different lengths. I can improvise using given notes. I can practice and refine performances as a class. I can perform to an audience. Pulse, Rhythm, Tempo Recorder, Crotchet, Crotchet rest, Quaver, Minim, Semibreve, Pitch, Verse, Chorus, Performer, Composer, Dynamics

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

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

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