Updated March September 2025

Music Curriculum 2025-2026

Intent	Implementation
At West Earlham Infant and Nursery School we aim to make music an enjoyable learning experience which can inspire and motivate children. Our music curriculum is in line with the EYFS statutory framework, the National Curriculum and Model Music Curriculum and ensures that children have the opportunity to sing, listen, evaluate, play, compose and perform music. We want children to experience a wide range of musical genres and styles including classical, modern, folk, and jazz, across a range of historical periods including the works of the great composers and musicians. We aim to build up the confidence of all children as they move through the school allowing them to develop their musical skills by internalising key skills and techniques through a range of activities. We know that singing lies at the heart of good music teaching and our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs and nursery rhymes, children learn about the structure and organisation of music. In KS1 the children are also taught technical language such as pulse/beat, rhythm, tempo, dynamics and pitch. We believe music is also a vehicle for creativity and personal expression, which can play an important part in children's personal, social and emotional development. Music is not only a creative and enjoyable activity with cross curricular links, but it also plays a vital role in helping children feel part of the community. Through taking part in a range of musical activities e.g. Christmas performances for families and leavers performances, children have opportunities to present their learning. Children learn and explore tempo, pitch, beat, dynamics and rhythm through regular access to instruments. We understand that giving children the opportunity to perform enables them to rehearse, sing, and play instruments to a wider audience allowing them to build their confidence in music. We understand too that music plays an integral role in developing children's listening and attention skills which are crucial to their ability to access all areas of the curriculum.	The school is a member of the Norfolk Music Hub which enhances the teaching of music with specialist resources. In Key Stage 1 the children are taught by a specialist teacher once a week. Music is taught explicitly as well as cross curricular and through continuous provision. It is also embedded into classroom routines, weekly assemblies and productions for both Key Stage 1 and EYFS.

Our children will experience: At least one annual performance in house e.g. a pantomime at Christmas. Learning traditional and contemporary songs. Listening to a range of different music genres. **Cross-curricular opportunities:** Music gives children the opportunity to spot mathematical patterns and processes. Music contributes to our PSHE curriculum as it creates a feeling of community in our school and wider community. Music is a social activity and helps to develop good relationships, teamwork and participation. Music contributes to our RE curriculum as children experience music from many cultures and countries when learning about festivals, celebrations and beliefs. Music is a form of expressive art so links to the art and design curriculum. Children can learn about how other artists have been inspired by music and can use music as an inspiration to create their own works of art.	**Nursery** The following nursery rhymes/songs will be explicitly taught & embedded into continuous provision; Wind the Bobbin Up, Incy Wincy Spider, Twinkle Twinkle Little Star, Baa Baa Black Sheep, 1, 2, 3, 4, 5, Hickory Dickory Dock, Humpty Dumpty (2 year olds) I Hear Thunder, Wind the Bobbin Up, Incy Wincy Spider, Twinkle Twinkle Little Star, 5 Little Buns in a Bakers Shop, Wheels on the Bus, Row Row Your Boat, Baa Baa Black Sheep, London's Burning, I'm a Little Teapot, Hey Diddle Diddle, 5 Little Ducks, (3 & 4 year olds). 3 & 4 year olds will have a music area in each classroom with instruments to explore, create and perform. Song sack/board in each classroom.	**Reception** Music area in each classroom with instruments to explore, create and perform. Song sack/board in each classroom. Music linked with routines: hello song, days of the week song, months of the year, tricky word song. Children sing nursery rhymes, counting rhymes and other traditional songs every day. **Autumn 1 - Settling in & signs of Autumn.** Children will sing the nursery rhymes they know and learn counting songs to support their maths learning. Children will learn the hello song, days of the week and seasons of the year song. Children will take part in a music and movement workshop called Scary Lions. **Autumn 2 - Celebrations.** Children will listen to music associated with celebrations such as Diwali and Christmas. They will learn nativity songs and perform a nativity play. Children will take part in a Diwali music and movement workshop. **Spring 1 - My healthy body & Chinese New Year.** Children will listen to music associated with Chinese New Year and take part in a music and movement workshop. They will learn the	**Year 1** **Autumn** - **Menu Song** - Active listening (movement), beat, echo singing, showing pitch moving. **Colonel Hathi's march** - Beat, march, timbre, film music. **Magical musical aquarium** - Timbre, pitch, structure, graphic symbols, classical music. **Spring - Football** - Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C). **'Dawn' from Sea interludes** - Beat, active listening (singing game, musical signals, movement), 20th century classical music. **Musical conversations** - Question-and-answer, timbre, graphic score. **Summer - Dancing and drawing to Nautilus** - Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music. **Cat and mouse** - Mood, tempo, dynamics, rhythm, timbre, dot notation. **Come dance with me** - Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills	**Year 2** **Autumn** - **Tony Chestnut** - Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion. **Carnival of the Animals** - Timbre, tempo, dynamics, pitch, classical music. **Composing music inspired by birdsong** - Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. **Spring** - **Grandma rap** - Duration (crotchet, quavers, crotchet rest), unison, round. **Orawa -** Beat, rhythm, repetition, structure, 20th century classical music. **Trains** - To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto). **Summer - Swing-a long with Shostakovich -** 2- and 3-time, beat, beat groupings, 20th century classical music. **Charlie Chaplin** - To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). **Tanczymy labada** - Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion

		tricky word song to help them to write tricky words. **Spring 2 - People who help us & signs of Spring.** Children will take part in a music and movement workshop about people who help us. They will visit a local church and sing songs associated with Easter. **Summer 1 - Life cycles, looking after the environment & life in other countries.** Children will take part in a music and movement workshop called minibeasts. They will watch and listen to dance and music from other countries and talk about it. **Summer 2 - Planting and growing, traditional tales & moving on to Year 1.** Children will take part in a Jack and the Beanstalk music and movement workshop.		accompaniment, body percussion patterns.

	EYFS	Year One	Year Two
Progression	**Vocalising and Singing** - creates his or her own songs, often with a real sense of structure, e.g, a beginning and an end. - merges elements of familiar songs with improvised singing. - creates sounds in vocal sound games. - changes some or all of the words of a song. - has strong preferences for songs he or she likes to sing and/or listen to. - pitch matches i.e. reproduces with his or her voice the pitch of a tone sung by another. - able to sing the melodic shape (moving melody e.g. up and down, down and up) of familiar songs. - sings entire songs. - may enjoy performing, solo and or in groups. - internalises music, e.g. sings song inside his or her head. **Hearing and Listening** - can identify and match an instrumental sound e.g; hear a shaker and indicate that they understand it is a shaker. - many influences may encourage children to associate with music "types" of people and places, e.g: stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, e.g. children may associate music as "music for boys", "music for girls". - matches music to pictures/visual resources. - describes the sound of instruments e.g: scratchy sound, soft sound. - creates visual representations of sounds, instruments and pieces of music eg mark making to specific sounds or pieces of music. - thinks abstractly about music and expresses this physically or verbally e.g; "This music sounds like floating on a boat." "This music sounds like dinosaurs." - distinguishes and describes changes in music and compares pieces of music, e.g. "this music started fast and became slow." "This music has lots of instruments but this music only had voices." "This music was spiky and this music was smooth." - associates genres of music with characters and stories.	**Improvise and Compose** **Autumn** - Participate in creating a dramatic group performance using kitchen themed props. Compose music to march to using tuned and untuned percussion. Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. **Spring** - Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question and answer conversations using percussion instruments. **Summer** - Create rhythm patterns, sequencing them, and "fixing" them as compositions using simple notation. Attempt to record compositions with stick and other notations. Create musical phrases from new word rhythms that children invent. **Sing and Play** **Autumn** - Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and singing using mi-re-do. Sing a unison song rhythmically and in tune. Play percussion instruments	**Improvise and Compose** **Autumn** - Improvise rhythms along to a backing track using the note c or g. Compose call and response music. Select instruments and compose music to reflect an animal's character. Invent simple patterns using voices, body percussion and then instruments. Follow signals given by a leader/conductor. Structure compositional ideas into a bigger piece. Improvise solos using instruments. **Spring** - Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. Improvise and compose, structuring short musical ideas to form a larger piece. Begin to understand duration and rhythm notation. Structure musical ideas into a whole-class composition. **Summer** - Create action patterns in 2 and 3 time. Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. **Sing and Play** **Autumn** - Play the melody on a tuned percussion instrument. Sing with good diction. **Spring** - Chant Grandma Rap rhythmically and perform to an accompaniment children create. Chant

	- accurately anticipates changes in music, e.g; when music is going to get faster, louder, slower. **Exploring and Playing** - adds sound effects to stories using instruments. - leads or is led by other children in their music making, i.e; being a conductor. - listens and responds to others in pair/group music making. - plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo). - shows control to hold and play instruments to produce a musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with the beater in the other. - creates music based on a theme e.g: creates the sounds of the seaside. - finds and records sound using recording devices. - plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g; playing quietly with quiet parts within music, stopping when it stops. - keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. - taps rhythms to accompany words, e.g tapping the syllables of names/object/animals/lyrics of a song. - creates rhythms using instruments and body percussion. - may play along to the beat of the song they are singing or music being listened to. - may play along with the rhythm in music, e.g, may play along with the lyrics in songs they are singing or listening to. **Moving and Dancing** - claps or taps to the pulse of the music he or she is listening to. - claps or taps to the pulse of the song he or she is singing to. - physically interprets the sound of instruments, e.g; tiptoes to the sound of a xylophone. - physically imitates the actions of musicians, e.g. pretends to play the trumpet, piano, guitar. - moves to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.	expressively, representing the character of their composition. **Spring** - Chant together, rhythmically marking rests accurately. Play a simple ostinato on untuned percussion. Sing a echo song while tapping the beat and clap the rhythm of the words, understanding there is one beat for each syllable. Sing a simple singing game, adding actions to show a developing sense of beat. Create, interpret and perform simple graphic scores. **Summer** - Perform actions to music, reinforcing a sense of beat. Sing and chant rhymes expressively. Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move onto pair singing in echo format. **Listen and Appraise** **Autumn** - Listen and move in time to the song. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary. Listen to Aquarium reflecting the character of the music through movement. **Spring** - Recognise the difference between a pattern with notes (pitched) and without (unpitched). Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture. Recognise	and play rhythms using the durations of walk (crotchet), jogging (quavers) and shh (crotchet rest) from stick notation. Learn a clapping game to Hi Lo Chicka Lo that shows the rhythm. Sing and play, performing composed pieces. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. Follow signals from a conductor. **Summer** - Demonstrate an internalised sense of pulse through singing games. Sing confidently in polish and play a cumulative game with spoken call-and-response sections. Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. **Listen and Appraise** **Autumn** - Recognise and play echoing phrases by ear. Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary or physically with movement or dance. Identify different qualities of sound (timbre). Recognise and respond to changes of speed (tempo), the length of the notes (duration - long/short), short/detached/smooth (articulation) and pitch (high/low) using music vocabulary and/or movement. **Spring** - Show the following durations with actions: walk (crotchet) and jogging (quavers). Listen and appraise

	- combines moving, singing and playing instruments e.g. marching, tapping a drum whilst singing. - moves in time to the pulse of the music being listened to and physically responds to changes in the music. e.g. jumps in response to loud/sudden changes in the music. - replicates familiar choreographed dances, e.g. imitates dance and movements associated with pop songs. - choreographs his or her own dances to familiar music, individually, in pairs/small groups. **ELG: Being Imaginative and Expressive** - Children at the expected level of development will:- Invent, adapt and recount narratives and stories with peers and their teacher;- Sing a range of well-known nursery rhymes and songs;- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		how graphic symbols can represent sound. **Summer** - Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. Listen and copy rhythm patterns. Listen and copy call-and response patterns on voices and instruments.	with focus and attention to detail, recalling sounds and patterns. Listen to and analyse four pieces of music inspired by travel/vehicles. **Summer** - Listen actively and mark the beat by tapping, clapping, and swinging to the music. Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty'). Understand and explain how beats can be grouped into patterns and identify them in familiar songs. Move freely and creatively to music using a prop. Listen and match the beat of others and recorded music, adapting speed accordingly. Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
Key Vocabulary	singing, song, voice, rhyme, fast, slow, loud, quiet.	singing, song, rhyme, beat, loud, quiet, quick, slow, gentle, move, music, In the moment descriptive language: e.g. rustle; shuffle; shake; scratch; scrape; wriggle; shimmy; whistle; etc.	singing, performing, band, pitch, chorus, volume, beat, rhythm, pulse	chord, chorus, harmony, melody, lyrics, performing, band, pitch, phrase, pulse, beat, rhythm, tempo, verse.