



Stanburn Curriculum Coverage Medium Term Plan

Music



	Autumn 1 <i>Children will:</i>	Autumn 2 <i>Children will:</i>	Spring 1 <i>Children will:</i>	Spring 2 <i>Children will:</i>	Summer 1 <i>Children will:</i>	Summer 2 <i>Children will:</i>
EYFS			Complete a range of musical activities in line with Development Matter and the Early Learning Goals: Personal and emotional development: 1. Explore songs related to feelings and mood that help me understand emotion. 2. Join in with musical activities which require collaboration and cooperation. Communication and language/Literacy: 1. Join in with repeated refrains and anticipate phrases in rhymes, rhythms and songs. 2. Follow and give musical directions. 3. Begin to recognise and explore rhyme and alliteration. 4. Make up short alternative phrases for songs. 5. Use intonation, rhythm and phrasing to convey meaning. Numeracy: 1. Use songs to help me count and order numbers to 10. Physical Development: 1. Begin to move and respond rhythmically to music. Understanding the World: 1. Use instruments correctly and safely. Expressive arts and design: 1. Join in with ring action/games/songs. 2. Sing songs familiar to me. 3. Explore how sounds may be changed. 4. Tap out simple patterns. 5. Imitate movement in response to music.			
YR1	Introduction to Keyboards: • Play tuned instruments musically – Learn keyboard notes (C–B), correct fingering, hand position, and perform	Music Theory with Keyboards (Level 1): • Introduction to music theory using keyboards, focusing on pitch,	Singing Skills - Voice and Performance: • Use voices expressively and creatively – Learn warm-ups,	Class Jam: • Play tuned and untuned instruments musically – Learn to perform rhythmic and melodic parts on instruments	Song Writing with Glockenspiels: • Musical storytelling through The Storm Whale	Stomp: • Explore and make instruments from recycled materials. • Compose and write rhythm squares adding



Stanburn Curriculum Coverage Medium Term Plan

Music



	simple songs/rhymes. • Experiment with, create, select and combine sounds – Compose short melodies using limited notes, exploring rhythm and personal musical taste. • Listen with concentration and understanding – Recognise note lengths (semibreve, minim, crotchet), practise rhythm, and explore popular/nursery rhyme music. • Perform with increasing confidence – Play independently and in duets, develop performance skills, and showcase learning through class presentations.	rhythm, and simple notation. • Explore crotchets, minims, quavers, and semibreves, performing rhythms through clapping and keyboards. • Learn about orchestral and big band instruments, developing understanding of timbre and instrument families. • Perform simple nursery rhyme melodies, recognise key musical symbols, and begin applying the interrelated dimensions of music (IDMs).	breathing, posture, diction, and singing techniques. • Experiment with, create, select and combine sounds – Explore call and response, scales, and vocal exercises. • Perform with confidence – Incorporate movement, energy, and expression when singing individually and as a group. • Listen with concentration and understanding - Recognise good and bad singing habits, reflect on performance.	using Class Jam songs. • Perform as an ensemble – Follow visual cues, adapt to tempo changes, and play together confidently. • Explore musical elements – Develop understanding of beat, melody, chords, dynamics, and call-and-response techniques. • Listen, respond, and evaluate – Differentiate between melody and accompaniment and reflect on ensemble performances.	(Benji Davies) • Creating and performing music to accompany the story, including lyrics, leitmotifs and atmospheric melodies • Create leitmotifs for characters within well-known stories, focusing on ostinato and the IDMs.	ostinato and perform in small groups.
YR2	Music Theory with Keyboards (Level 2): • Introduction to scales, rhythm, and basic notation (C, D, E on the	Music Theory with Keyboards (Level 2): • <i>Develop understanding of melody within full</i>	Ragas and Dragon Scales: • Count and perform cyclically through tals, drones, ragas	Music in Nature: • Learn about the 'Carnival of the Animals' (Saen-Saints).	Samba: • Learn the music and instruments of Brazil. • Respond to cues. • Play and maintain rhythms within an ensemble.	



Stanburn Curriculum Coverage Medium Term Plan

Music



	treble stave). • Learn simple note values (crotchets, quavers, minims) and practise keeping time with a metronome. • Perform simple songs such as <i>Twinkle Twinkle Little Star</i> and <i>Hot Cross Buns</i>. • Begin composing short melodic ideas using stepwise motion and explore improvisation. Playing with awareness of ensemble.	<i>songs and explore accompaniments (drone, chords, harmony).</i> • Explore expression in music, linking tempo, dynamics, and emotion to performance. • <i>Perform pieces with expression (e.g., Someone You Loved), and study music history with a focus on 80s and 90s genres and artists.</i> • performance of a bass line from Another One Bites the Dust.	and the music of Asia. • Learn and accompany songs based around the pentatonic scale and the music of China.	• Compose leitmotifs for film motion focusing and distinguishing between the Musical Elements e.g. interrelated Dimensions of Music IDs.	• Compose their own pieces as a class. • <i>Year 2 Performance at the Summer Fair.</i>
YR3	Singing Games and Signals: • Exploring Songs & Rounds – Pupils build on singing fundamentals, learning to perform rounds, partner songs, and developing listening	African Drumming (Level 1): • Learn about the djembe and its cultural origins. • Learn technique on Djembe and Djun Djun – how	Music Theory with Keyboards (Level 3): • Play and perform: Use the keyboard to play simple pieces with increasing confidence, using correct hand position and fingering.	Song Writing: • Create and develop: Compose songs with a chosen theme and target audience, using Keyboards and voice. • Explore structure	Ukulele Magic (Level 1): • Learn the parts of the ukulele. • Learn the strings and playing technique. • Play songs together and familiarise themselves with single strings. • Learn the chords C and C7. • Play with increasing awareness of ensemble.



Stanburn Curriculum Coverage Medium Term Plan

Music



	skills to sing independently alongside others. • Introduction to Harmony – Pupils experience simple harmonies, explore three-part harmony in class, and understand how singers blend voices. • Understanding the Voice – Pupils learn about vocal classification (e.g., soprano, alto, tenor, bass), discover their own vocal range, and explore different vocal registers. • Role of the Conductor – Pupils understand why conductors are important and how they guide timing, tone, and group singing.	to hold and play bass, slap and open hand positions. • Learn how to play and improvise simple West African Rhythms. • Hear and respond to cues.	• Improvise and compose: Create short melodies and add simple accompaniments (drones) using knowledge of pitch and notation. • Read and notate music: Recognise and play notes in treble and bass clef, understanding basic note values (crotchet, minim, semibreve) and rests. • Musical elements: Explore Pulse, Rhythm, Tempo, and Dynamics to shape performances. • Perform with others: Play pieces individually and in pairs, applying accuracy, timing, and musical expression.	and techniques: Use melody, call-and-response, repetition, chorus, and verse to make songs interesting. • Read, notate, and perform: Use graphic scores and simple notation to perform compositions individually and in groups. • Evaluate and improve: Share songs with peers, reflect on outcomes, and refine lyrics, melody, and structure.	
YR4	Radical Rap: • Fit words to given beat. • Learn about the origination and evolution	Ukulele Magic (Level 2): • Learn the parts of the ukulele. • Learn the strings and playing technique. • Play songs together and familiarise	Music Theory with Keyboards (Level 4) • Develop keyboard technique and music	Class Band: Groove • Play tuned and untuned instruments	African Drumming (Level 2): • Learn about the djembe and its cultural



Stanburn Curriculum Coverage Medium Term Plan

Music



	of Rap and similar styles. • Compose and perform raps within groups on topical subjects. • Create melodies and bass-lines.	themselves with single strings. • Learn the chords C and C7, Am. • Play with increasing awareness of ensemble.	reading – Recall note positions, use correct fingering, and read treble and bass clefs to play melodies with both hands. • Explore chords and accompaniment – Learn how chords are constructed and perform accompaniments, understanding harmony and its role in music. • Understand and apply musical notation – Play sharps and flats (accidentals) and perform pieces that incorporate these, linking theory to practice. • Improvise and perform confidently – Experiment with improvisation (including basic Jazz ideas) and perform duets, developing expression, ensemble skills, and performance confidence.	musically – Perform rhythmic and melodic parts on Class Jam instruments, following notation and instructor cues. • Develop ensemble skills – Play confidently in groups, adapting to tempo, dynamics, and visual cues from the conductor. • Explore musical elements and genres – Experiment with beat, melody, chords, dynamics, and call-and-response techniques across different styles. • Listen, respond, and evaluate – Identify melody vs accompaniment, reflect on performances, and make improvements in their ensemble	origins. • Practise bass, tone, and slap sounds. • Play rhythms through clapping and call-and-response. • Build confidence with solos and group work. Improve listening and memory skills. Create pieces in pairs and groups, exploring polyrhythms and simple cues.
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Stanburn Curriculum Coverage Medium Term Plan

Music



					playing.	
YR5	Ukulele Magic (Level 3): - Learn the parts of the ukulele. - Learn the strings and playing technique. - Play songs together and familiarise themselves with single strings. - Learn the chords C and C7, Am, F and G.	12 Bar Blues: - Learn the history of blues and its role within slavery. - Learn about the music of the blues legends such as BB King, Etta James, Billie Holiday and Howlin' Wolf. - Consolidate chords C F and G on the ukulele. - Practise changing chords and different strumming techniques. - Improvise using syncopation.	Music Theory with Keyboards (Level 5): - Music Theory aims to develop pupils' confidence in reading stave notation. Pupils will use keyboards to understand how music can be broken down into melodies and accompaniments, and ensemble performance. - Pupils will have performance opportunities.	African Drumming (Level 3): - Develop technique on djembe and djun-djun, focusing on bass, tone, and slap. - Play and improvise West African rhythms with greater accuracy and control. - Listen for and respond confidently to leader cues. - Perform in pairs and groups, building confidence through short solos. - Explore polyrhythms, improving timing and ensemble awareness.		
YR6	Ukulele Magic (Level 4): - Build on existing ukulele skills, recalling tablature notation and playing across all four strings. - Learn and use a wider	Music Theory with Keyboards (Level 6): Develop keyboard technique and stave notation reading	African Drumming (Level 4): Learn about African drumming, djembe history, and traditions.	Singing (Advanced): Sing with increasing confidence: Perform unison, rounds, partner songs, and 2–3 part harmonies,	Class Band - Song writing & Production: Learn how songs are written and structured (verse,	Year 6 Production:



Stanburn Curriculum Coverage Medium Term Plan

Music



	range of chords: C, C minor (Cm), A minor (Am), A, F, G, D, and E minor (Em) in various chord progressions to perform popular songs. • Explore C Major scale and compose short melodies using learned notes. • Develop advanced playing techniques such as slides, hammer-ons, and muted strings to enhance performance. • Combine skills to create confident, expressive, and technically varied ukulele performances, performing individually and collaboratively.	(treble/bass clef, note/rest values). • Explore Jazz and Pop through basslines, chords, and textures. • Practice improvisation, composition, and creative expression. • Perform solo and ensemble pieces with confidence and genre awareness. • Perform simple songs of The Beatles. • <i>Year 6 Christmas performance in celebration assembly.</i>	• Develop core techniques: bass, tone, and slap. • Explore rhythm, pulse, tempo, and dynamics through call-and-response. • Build confidence with solos, group performances, and ensemble playing. • Progress to creating polyrhythms, duets, and trios.	developing vocal control and musical independence. • Explore voice types and roles: Identify soprano, alto, tenor, and bass parts; support soloists and perform accompaniments. • Understand musical elements: Develop musicianship through harmony, chord singing, and application of pitch, dynamics, and texture. • Perform and evaluate: Apply stage etiquette, manage performance anxiety, and reflect on singing health benefits while performing individually and in ensembles.	chorus, bridge, binary/ternary forms). • Explore melody, tonality, and lyric writing linked to popular music styles. • Create and perform original songs in small groups, developing catchy choruses. • Learn about music production, distribution, and the role of artwork and image. • Use a range of instruments, choosing from ukuleles, African Drums, keyboards, and classroom percussion to perform a piece of choice. • Share, perform, and evaluate songs, giving feedback as a class band.	
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