Key Stage 1: Music **Term: Autumn 2026 - Summer 2027**

National Curriculum: Music

Children will:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- 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 interrelated dimensions of music

Key Themes

Listening

Listen with concentration and understanding to a range of high-quality live and recorded music.

Performing

Use their voices expressively and creatively by singing songs and speaking and speaking chants and rhymes. Play tuned and untuned instruments musically.

Composing

Experimenting with, create, select and combine sounds using the inter-related dimensions of music.

Topics

Pulse & Rhythm

(Theme: All About Me)

Pitch & Tempo

(Theme: Superheroes)

On This Island

(British Songs And Sounds)

Nativity Rehearsals & Performance

Recorders

Vocabulary

Rhythm - A pattern of long and short sounds.
Pulse - The heartbeat of the music. Sometimes called the 'beat'.
Duration - The length of time each note is played for (long or short).
Dynamics - The volume of the music (loud or quiet).
Inspiration - Something that gives you an idea about what to create.
Pitch - How high or low a sound is.
Structure - How the music is organised into different sections.
Tempo - The speed of the music (fast and slow).
Texture - How many layers of sound the music has (thick or thin).
Timbre - The quality of sound e.g. smooth, scratchy, twinkly.
Accelerando - A musical term to describe when the speed of the music gets faster and faster.
Compose - To create or write an original (new) piece of music.

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Topic: Pulse & Rhythm (Theme: All About Me)	**Term: Autumn 2026**	**Children will learn to:** • Clap the rhythm of their name. • Clap in time to music. • Sing the overall shape of a melody. • Play in time to music. • Copy and create rhythms based on word patterns. • Play on the pulse.
1	**My favourite things** - To use my voice and hands to make music.	
2	**You've got a friend** - To clap and play in time to the music.	
3	**Dance, dance, dance** - To play simple rhythms on an instrument.	
4	**Happy** - To listen to and repeat short rhythmic patterns.	
5	**Practice makes perfect** - To understand the difference between pulse and rhythm.	
Topic: Nativity Rehearsal & Performance	**Term: Autumn 2026**	**Children will learn to:** • Perform as an ensemble using voices as instruments and with some awareness of others. • Perform simple actions, in time, to accompany songs sung.
Topic: On The Island (British Songs And Sounds)	**Term: Spring 2027**	**Children will learn to:** • Sing, play and follow instructions to perform as a group. • Describe music using simple musical vocabulary. • Explore multiple ways of making the same sound. • Represent the same sound in different ways. • Describe how they have adapted a sound using musical vocabulary. • Contribute musically to a final performance. • Create a piece that clearly represents a particular environment. • Extend a piece of music so that it represents three distinct environments.
1	**British seaside sounds** - To learn about the music of the British Isles	
2	**Countryside sounds** - To learn about the music of the British Isles and create music of our own	
3	**Sounds of the city** - To learn about the music of the British Isles and create music of our own	
4	**Structured soundscape** - To compose a piece of music as part of a group	
5	**Journey through Britain** - To evaluate and improve a group composition	
Topic: Pitch & Tempo (Theme: Superheroes)	**Term: Summer 2027**	**Children will learn to:** • Explain what pitch means. • Identify whether a note is higher or lower. • Create a pattern using two pitches, then play or sing it. • Explain what tempo means. • Identify simple tempo changes in music. • Perform a pattern that gradually gets faster (accelerando). • Contribute to a group composition and performance by creating, selecting, combining and performing sounds. • Suggest improvements to their work.
1	**High fliers** - To understand the concept of pitch	
2	**Pitch patterns** - To create a pattern using two pitches	
3	**Faster than a speeding bullet** - To understand the concept of tempo	
4	**Superhero theme tune** - To create a superhero theme tune	
5	**Final performance** - To perform confidently as part of a group	
Topic: Recorders	**Term: Summer 2027**	**Children will learn to:** • Introduce staff notation to play a tuned instrument with a selection of notes and basic rhythms, beginning to learn appropriate musical vocabulary to understand and act upon pitch and duration. • Perform as part of a group, taking direction from a conductor.