Music– Curriculum 2026-27

"How does colour make the world the amazing place it is?"- One World, Many Colours

At Galleywood Infant School, we use the National Curriculum, Music Model Curriculum 2021 and elements of Chris Quigley's Curriculum Companions to build our children's understanding of the skills needed to be a successful musician. Musical knowledge and skills are carefully sequenced throughout Key Stage 1 so that our children develop a wide range of knowledge, which underpins their understanding of music. The four musical strands we teach under are:

- Listening
- Performing
- Composing
- Transcribing / Notation

The ***Inter-related dimensions of music*** are foundational and anchor the music curriculum. They are specifically highlighted in red on our map below but not as a stand-alone topic. They are integrated in every activity we cover and referred to when it makes sense and is appropriate to the children's' learning.

The inter-related dimensions of music are:

Inter-related dimensions of music elements	**Year 1**	**Year 2**
Pulse	✓	✓
Rhythm	✓	✓
Pitch	Introduction	Development
Tempo	✓	✓
Dynamics	✓	✓
Timbre	✓	✓
Structure	Simple patterns	Repeated sections
Texture	Explore layers	Simple accompaniment

	Autumn 1 – Orange	**Autumn 2- Red**	**Spring 1- White**	**Spring 2- Blue**	**Summer 1- Yellow**	**Summer 2- Green**
	Performing songs about Autumn, farming and the countryside with accompaniments and actions.	Performing sound effects, creating a graphic score and responding through dance and art.	Singing songs about the Polar regions and cold places/activities. Responding to music through movement. Investigating layered rhythms.	Singing songs about the sea and playing tuned and untuned percussion as an accompaniment. Exploring 3 beats in a bar.	Singing songs about mini-beasts and accompanying on percussion. Composing mini-beats rhythms.	Investigating timbre through percussion. Creating a score for a rainforest soundscape. Rehearsing and performing.
Performing	**Year 1:** Sing simple songs chants and rhymes with actions keeping a steady **pulse** (where appropriate) **tempo** *Performing African call and response chants as a whole class* Keep a steady **pulse**. Play untuned percussion with control	**Year 1:** Sing simple songs chants and rhymes with actions *Perform traditional round songs in 2 parts (London's Burning)* Keep a steady **pulse.** Copy short **rhythm** and pitch patterns. *Practise short food rhythmic ostinato to layer with another rhythm.* Play untuned percussion with control.	**Year 1:** Sing simple songs chants and rhymes with actions *Perform Inuit style movements to a traditional piece of music with a strong beat.* Keep a steady **pulse.** Play untuned percussion with control	**Year 1:** Sing simple songs chants and rhymes with actions. *Improving our own singing by listening carefully to our voice and the jumps in pitch.* Keep a steady **pulse**. Play untuned percussion with control	**Year 1:** Sing simple songs chants and rhymes with actions Keep a steady **pulse.** Play untuned percussion with control *Performing minibeasts rhythms clearly and with confidence.*	**Year 1:** Sing simple songs chants and rhymes with actions Keep a steady **pulse.** Play untuned percussion with control

	Year 2: Sing with improved **pitch**, accuracy and expression (moods).(timbre/dynamics) *Performing African call and response chants (structure) as a whole class rhythmically.* Maintain a **pulse** independently.	**Year 2:** Sing with improved **pitch**, accuracy and expression (moods) (timbre/dynamics). *Perform traditional round songs in 3 parts (structure)(London's Burning)* Maintain a **pulse** independently.	**Year 2:** Sing with improved **pitch**, accuracy and expression (moods).(timbre/dynamics) *Create Inuit style movements to add to a whole class performance.* Maintain a **pulse** independently.	**Year 2:** Sing with improved **pitch**, accuracy and expression (moods).*(timbre/dynamics)* *Improving our own singing by listening carefully to our voice and the **jumps in pitch** with an awareness of simple dynamic changes.* Maintain a pulse independently.	**Year 2:** Sing with improved **pitch**, accuracy and expression (moods). Maintain a pulse independently. Perform simple **rhythmic** and melodic patterns. *Creating and performing minibeasts **rhythms***	**Year 2:** Sing with improved **pitch**, accuracy and expression (moods). Maintain a **pulse** independently.
Composing	**Year 1:** Explore sounds and create simple patterns. Layering two different rhythms - timbre/rhythm/structure *Food rhythms.*	**Year 1:** Explore sounds and create simple patterns. Improvise using voices and percussion. *Explore body and vocal sounds making*	**Year 1:** Explore sounds and create simple patterns. Create simple rhythmic phrases.	**Year 1:** **N/A**	**Year 1:** Explore sounds and create simple patterns.	**Year 1:** Choose sounds to represent stories, characters and events. e.g: forest animals

		a firework soundscape. Choose sounds to represent stories, characters and events. e.g: Firework Night/Great Fire of London			Choose sounds to represent stories, characters and events. e.g: Mini-beast rhythms	
	Year 2: Create short rhythmic and (melodic) phrases layering and combining sounds - texture/structure	**Year 2:** Combine sounds purposefully. *Improve and adapt the firework composition collaboratively.*	**Year 2:** Create short rhythmic and (melodic) phrases Creating 4 beat rhythms.	**Year 2:** N/A	**Year 2:** Create short rhythmic and (melodic) phrases	**Year 2:** Combine sounds purposefully. Improve and adapt compositions. Compose collaboratively. *A rainforest soundscape.*
Listening & Appraising (Describing Music)	**Year 1** Identify and find the **pulse** of the music. Awareness of tempo? Respond physically and verbally to music. All inter-related dimensions throughout the year?	**Year 1:** Identify and find the **pulse** of the music. Respond physically and verbally to music. Recognise a range of common classroom and other instruments.	**Year 1:** Identify and find the **pulse** of the music. Respond physically and verbally to music. Recognise a range of common classroom and other instruments.	**Year 1:** Identify and find the **pulse** of the music. Respond physically and verbally to music. Recognise a range of common classroom and other instruments.	**Year 1:** Identify and find the **pulse** of the music. Respond physically and verbally to music. Recognise a range of common classroom and other instruments.	**Year 1:** Identify and find the **pulse** of the music. Respond physically and verbally to music. Recognise a range of common classroom and other instruments.

	Recognise a range of common classroom and other instruments. (electronic/traditional etc) and describe their sound? Pitch, timbre	(electronic/traditional etc)	(electronic/traditional etc)	(electronic/traditional etc)	(electronic/traditional etc)	(electronic/traditional etc)
	Year 2: Independently find and tap the **pulse** to a range of pieces of music. (pulse/tempo) Respond physically and verbally to music. Identify **pitch changes, rhythm patterns** and instrumentals sounds.(timbre) Use musical vocabulary to explain preferences and observations.	**Year 2:** Independently find and tap the pulse to a range of pieces of music. Respond physically and verbally to music. Identify pitch changes, rhythm patterns and instrumentals sounds. Use musical vocabulary to explain preferences and observations.	**Year 2:** Independently find and tap the pulse to a range of pieces of music. Respond physically and verbally to music. Identify pitch changes, rhythm patterns and instrumentals sounds. Use musical vocabulary to explain preferences and observations.	**Year 2:** Independently find and tap the pulse to a range of pieces of music. Respond physically and verbally to music. Identify pitch changes, rhythm patterns and instrumentals sounds. Use musical vocabulary to explain preferences and observations.	**Year 2:** Independently find and tap the pulse to a range of pieces of music. Respond physically and verbally to music. Identify pitch changes, rhythm patterns and instrumentals sounds. Use musical vocabulary to explain preferences and observations.	**Year 2:** Independently find and tap the pulse to a range of pieces of music. Respond physically and verbally to music. Identify pitch changes, rhythm patterns and instrumentals sounds. Use musical vocabulary to explain preferences and observations.
Notation And Transcribing	**Year 1:** Recognise that music can be written down. Follow visual clues.	**Year 1:** Use **pictures**, **symbols** and graphic scores to represent sounds.	**Year 1:** Use pictures, **symbols** and graphic scores to represent sounds. Read symbols of traditional notation.	**Year 1:** Use pictures, **symbols** and graphic scores to represent sounds. Read symbols of traditional notation.	**Year 1:** Recognise that music can be written down. Follow visual clues. Vivaldi – 4 seasons spring graphic score	**Year 1:** Use **pictures**, **symbols** and graphic scores to represent sounds.

	Year 2: Record rhythmic ideas using symbols. Timbre, structure, dynamics Begin to understand how notation communicates musical ideas. Food rhythms	**Year 2:** Read and create simple graphic scores**.** Record rhythmic ideas using symbols. Begin to understand how notation communicates musical ideas. Making a firework soundscape	**Year 2:** Record rhythmic ideas using symbols. Begin to understand how notation communicates musical ideas. 4 beat rhythms	**Year 2:** Record rhythmic ideas using symbols. Begin to understand how notation communicates musical ideas. 3 beat rhythms	**Year 2:** **Read** and create simple graphic scores**.** Begin to understand how notation communicates musical ideas. Vivaldi – 4 seasons spring graphic score	**Year 2:** Read and create simple graphic scores**.** Record rhythmic ideas using symbols. Begin to understand how notation communicates musical ideas. Making a forest soundscape