Music 2026/2027
St. Mary's Banbury

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Transport** Children will experience a wide range of songs, learning to sing with others. They will develop their sense of pulse and learn to show this using untuned percussion whilst singing familiar songs. They will identify and copy sounds produced by different vehicles using voices, bodies and instruments.		**Exploring Sound** Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.		**Musical stories** Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.	
Year 1		**Celebrations** Children will study timbre, dynamics and tempo, learning how to use these to communicate an emotion. They will find notes on a keyboard or tuned percussion using letter names and compose a short melody.	**Light and Dark** During this unit, children explore high and low pitch through singing, listening, playing and composition. They use pitch to represent light, darkness and movement, creating simple graphic scores and short musical compositions while developing their understanding of how music can communicate ideas and feelings.		**Earth advocates** In this unit, children will listen and respond to music from Africa, noticing how pulse, rhythm and repeated patterns are used to bring musicians together. Building on this, they will learn and perform *Funga Alafia*, singing confidently in unison and in parts. They will improvise, compose and perform simple ostinati to accompany the song, culminating in a collaborative ensemble performance	

Music 2026/2027
St. Mary's Banbury

Year 2	***Call and response – Animals*** *During this unit, children will use instruments to represent animals, copying rhythms and creating call and response rhythms. They will also build on their prior knowledge of using dynamics when creating sound and playing in time with a group.* *They will experiment with different sounds on the same instrument, using these to create and perform a short composition.*		.	***Music for film and TV*** *In this unit, children will build on their prior learning by manipulating pitch, dynamics and tempo to tell a story. They will develop their sense of pulse and ensemble by singing and playing untuned percussion instruments together.*		***On this Island*** *In this unit, children will listen and explore three contrasting pieces drawn from around the world.* *They will listen and share ideas about what scene the music is representing, giving musical reasons for their choices.* *Using this as a stimulus, they will create and record sounds to represent contrasting locations (e.g. the ocean, a river, a mountain) creating a simple soundscape using Garageband.*
Year 3		***Invasion!*** *During this unit, children will build on their understanding of how music can create a sense of place by exploring how composers use sound, rhythm and melody to tell stories without words.* *Inspired by the Roman invasion of Britain, they will create atmospheric soundscapes, rhythmic patterns and simple melodic motifs before combining these into a collaborative class composition that*	***The Lion King*** ***Music from South Africa*** *Children will explore, how pulse, rhythm, syncopation, call and response are used in South African music.* *They will learn how to follow a master drummer, as well as how to play as part of an ensemble in multiple parts.*			***Rivers*** *During this unit, children will sing in unison and in harmony with others, compose notate and perform vocal ostinatos and drones to accompany their singing, learning how these techniques are used in British folk music.*

Music 2026/2027
St. Mary's Banbury

		communicates a musical narrative.				
Year 4 *All lessons led by Oxfordshire Music Service*	*Brass* • *Play and identify simple rhythmic pattens* • *Produce a basic sound, incl. mouthpiece buzzing* • *Play and identify notes C – G (on stave)* • *Play and perform pieces aurally and from notation*		*Brass* • *Read, identify and play more complex rhythms* • *Begin to play in smaller groups and/or parts* • *Begin to improvise using simple rhythmic patterns* • *Introduce triads and fanfares* • *Read, identify and play pieces with an increasing range of notes*		*Brass* • *Read, play and identify a variety of rhythms from staff notation (treble clef)* • *Begin to identify and play sharps and flats (accidentals)* • *Read and play notes from low B – A on the stave (treble clef)* • *Play a variety of pieces, reading from the stave, including in smaller groups and with more than one part*	
Year 5		***Electronic music and sound design*** *Children explore how technology can be used creatively to compose music. Inspired by Delia Derbyshire, they experiment with recording, transforming and layering sounds to create original electronic compositions. Throughout the unit, children listen, explore, create, refine and reflect on their musical choices, developing their understanding of timbre, texture and structure while using technology as a creative tool.*	***Samba and carnival sounds and instruments*** *During this unit children will explore what samba music is and where it is played. They will learn simple and polyrhythmic patterns that they layer together to form an ensemble. They will use their prior learning on pulse to play in time with the rest of their group, following a conductor/mestre and improvising where appropriate.*		***Music from India*** *Throughout the unit, children will learn rhythm (tala) patterns using hand patterns, compose using a given raga and drone. play traditional raga using alap, jhor and Jhala sections and explore how to include more contemporary instruments to develop traditional music into contemporary music.*	

Music 2026/2027
St. Mary's Banbury

Year 6		***Electronic music and sound design*** *Children explore how technology can be used creatively to compose music. Inspired by Delia Derbyshire, they experiment with recording, transforming and layering sounds to create original electronic compositions. Throughout the unit, children listen, explore, create, refine and reflect on their musical choices, developing their understanding of timbre, texture and structure while using technology as a creative tool.*		***Film Music*** *In this unit, children will explore how different styles of music contribute to the feel of a film. They will look at how graphic scores can be used to notate pitch, tempo and dynamics and use these to explain and justify their answers. They will use their body, voice and instruments to create sounds, representing these using their own graphic scores.*		***Pop music*** *Children will learn about using chords, rhythm and bass to build a performance. They will gain an understanding of the four sections of a pop band, perform in a multi-part ensemble and develop their vocal technique to communicate emotion in song.*