Musical Futures

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	No weekly music lessons but music is incorporated into weekly teaching plans. This will include singing (daily), moving to music, listening and sound exploration, instrument play and creative expression (composing and improving).					
Year 1 Thurs pm	**All About Me** Focus: Tempo, pulse, identity & musical engagement	**Transport** Focus: Pitch, pulse, animal sounds & creative musical exploration	**Animals** Focus: Dynamics, rhythm & musical expression through transport themes	**The World Around Me** - coming 2026	**Body Beat Basics** Focus: Develop rhythmic awareness and body percussion skills through active music-making, listening, performing, and creative tasks	**Traditional Tales** - coming 2026
Instruments	NA	NA	NA	NA	NA	NA
Year 2 Fri pm	**Rhythmic Roots** Module 1 Focus: Build strong foundational rhythm skills	**Percussion Play** Module 1 Focus: Explore rhythm, pulse and basic notation with instruments	**Rhythmic Roots** Module 2 Focus: Build strong foundational rhythm skills	**The Musical Café** Consolidating rhythms through food-themed songs with singing, body and untuned percussion	LearnToPlay **Tuned Percussion** Module 1 Focus: teach tuned percussion (e.g., glockenspiel, xylophone, chime bars) skills.	**Tuned Percussion Melody Play** Coming 2026
Instruments	NA	Untuned percussion	NA	Untuned percussion	Glockenspiels	

Year 3 Fri pm	**Music & Me** Module 1	LearnToPlay **Tuned Percussion** Module 2	**Tuned Percussion Melody Play** Module 2 coming 2026	**Drumming Legends** Module 1	LearnToPlay **Recorder** Module 1	LearnToPlay **Tuned Percussion** Module 3
Instruments	NA	Glockenspiels		Chairs and drumsticks	Recorders	Glockenspiels
Year 4 Thurs am/pm	**Music & Me** Module 2	**Drumming Legends** Module 2	**Tuned Percussion Battle of the Bands**	LearnToPlay **Recorder** Module 2	**LearnToCompose**	LearnToPlay **Ukulele** Module 1
Instruments	NA	Drumsticks and chairs	Keyboards	Recorders	Mixed instruments	Ukuleles
Year 5 Tues am	**Music & Me** Module 3	**Session Drumming**	LearnToPlay **Ukulele** Module 2	LearnToPlay **Recorder** Module 3	LearnToPlay **Ukulele** Module 3	**LearnToCompose** (recap)
Instruments	NA	Drumsticks and chairs	Keyboards	Recorders	Ukuleles	Mixed instruments
Year 6 Wed am Thurs pm	**Vocal Exploration** Module 1	LearnToPlay **Ukulele** Module 4	**Rhythmic Battle of the Bands**	**SimplySamba**	**Ukulele Battle of the Bands**	**Vocal Exploration** Module 2
	NA	Glockenspiels	Drumsticks and chairs	Mixed instruments	Ukuleles	NA

Links to Model Music Curriculum

Rhythm and Pulse			
Key Stage	**Year**	**Learning Requirements (MMC)**	**Examples from Musical Futures Curriculum**
KS1	1	• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes. • Use body percussion and classroom percussion, playing repeated rhythm patterns and short pitched patterns on tuned instruments to maintain a steady beat. • Respond to pulse in recorded/live music through movement and dance.	**All About Me:** • Pupils perform Copy Me Do with on-screen body actions whilst keeping in time with the pulse. • Pupils sing Copy Me Do at 3 different speeds. • Pupils choose their own body parts/actions to include in the song Copy Me Do. • The teacher plays the first section of Vivaldi's Spring from The Four Seasons. Pupils clap/tap/stomp to match the tempo. **Animals:** • The teacher plays Mice by Malcolm Arnold and The Waltzing Cat by Leroy Anderson, then asks pupils to twitch their "whiskers" like mice with fingers on their face, or walk smoothly like cats, swishing their "tails" in time with the music.

			• Pupils sing the We're All Going into the Jungle with gaps where the animal's name and sound should be. Perform using the lyrics with built-in gaps: "We'll see a ___, *sound* *sound*" **Body Beat Basics:** • Pupils listen to We Will Rock You noticing the strong repeating rhythmic pattern or ostinato for the accompaniment pattern. • Pupils compose their own body percussion rhythms to We Will Rock You. As a class use the interactive grid by clicking on a beat and selecting either a body action or a rest.
	2	• Understand that the speed of the beat can change, creating a faster or slower pace (tempo) • Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • Walk in time to the beat of a piece of music or song.	**Rhythmic Roots:** • Pupils perform body percussion actions indicated in the video following the rhythm 1 2 3 4 for 4 bars. • Pupils try creating their own combination of body actions whilst following the crotchet rhythm. **Percussion Play:**

		• Begin to group beats in twos and threes by tapping knees on the strongest beat and clapping on the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to.	• Pupils use unpitched percussion instruments in three groups (high, medium or low) to perform rhythms. • Everybody performs the same rhythms and then splits into groups, only this time with each group performing a different rhythm. **LearnToPlay Tuned Percussion:** • Pupils clap or play on beat 1 of every bar then play on every beat of every bar. • Teacher taking the lead, pupils copy the rhythms and note patterns that the teacher plays. • Class divided into two groups with one group playing the F chord and the other the Am chord. As pupils become more secure with the chord shapes and rhythms, they can begin to change between the two chords as appropriate. • Pupils perform to backing tracks at a variety of tempos.

KS2	3	• Understand the indicative musical features of downbeats, fast (allegro), slow (adagio), pulse and beat. • Understand crotchets, minims and paired quavers when performing and composing. • Walk, move or clap a steady beat with others, changing speed of the beat as the tempo of the music changes as part of a group singing activity. • Improvise short on-the-spot rhythmic responses using tuned or untuned percussion. • Compose song accompaniments on untuned percussion using known rhythms and note values.	**LearnToPlay Tuned Percussion:** • As above but with complicated rhythms and a greater range of pitches. • Pupils play short call and response activities giving on the spot rhythmic responses. **Drumming Legends:** • Pupils move to the music using chair drumming technique. E.g. pupils perform the kick drum (bottom row) only or choose one of the other 'drums' – hi-hat (top row) or snare drum (middle row). Each drum has a different body action. • Pupils follow playalongs that show rhythmic notation and graphic notation of crotchets, minims and paired quavers. • Pupils perform at a range of tempos. **Recorders:** • Pupils learn notation for two notes on the recorder. • Pupils follow playalongs that show rhythmic notation and pitch notation. **Music & Me:**

			• Pupils clap, snap, stamp, pat and nod along to Spice Up Your Life body percussion playalong track. • Pupils switch between different ostinato patterns whilst accompanying a song.
	4	• Understand crotchets, minims, paired quavers and rests when performing and composing. • Understand the indicative musical features of getting faster (accelerando), getting slower (rallentando), bar and metre. • Sing rounds and partner songs in different time signatures. • Arrange individual notation cards of known note values to create sequences of 2, 3 or 4 beat phrases, arranged into bars. • Capture and record creative ideas using rhythm notation and time signatures. • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts	

		accurately within the rhythmic texture, achieving a sense of ensemble.	
	5	• Understand crotchets, minims, paired quavers, semibreves, semiquavers, rests and time signatures (2/4, 3/4 and 4/4) when performing and composing. • Understand the indicative musical features of simple time, compound time and syncopation. • Improvise over a simple groove, responding to beat. • Capture and record creative ideas using rhythmic notation and time signatures. • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	
	6	• Understand crotchets, minims, paired quavers, semibreves, semiquavers, rests and time signatures (2/4, 3/4 and 4/4) when performing and composing.	

		• Understand the indicative musical features of simple time, compound time and syncopation. • Sing a broad range of songs, including those that involve syncopated rhythms. • Plan and compose 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	