

Ash Grove Music Curriculum 2026-27

	Autumn Term – Western Classical Music		Spring Term – Popular Music		Summer Term – Musical traditions	
Reception	We will confidently use our voices in different ways including singing, speaking and chanting to a steady beat. We will explore how to make high and low sounds, fast and slow sounds, loud and quiet sounds. Songs: I Can Sing A Rainbow A little echo	We will listen to familiar pieces of music and talk about when they might be used eg: carols at Christmas time, lullabies before bed etc. We will learn and perform a dance routine for the Christmas Show. Songs: Leaves Are Falling Wise Old Owl Cuckoo Falling Apples Away in a Manger	We will use simple percussion instruments such as claves, to create repeated patterns of sounds with increasing accuracy. We will begin to move our bodies to music, with increasing control and rhythm. (Song: Walk and Stop) We will work collaboratively to create our own music and dance routines. Songs: Pancakes A Little Seed Mrs Bluebird Thank You Mum For All You Do	We will use percussion instruments to accompany chants and songs, playing along to the beat. We will think about delivering our performances to our peers making links to the stage and theatre and will develop our own outdoor stage based on our learning. Songs: Fire Engine, Fire Engine A Sleepy seed We need plants	We will begin to create our own patterns using percussion instruments or our own choosing. We will work together to create a performance for the year one class as part of our transition. Songs: All Join in the circle The Animal Fair Animal tea party Bang my Drum	We will listen to different pieces of music and will confidently express whether we like or dislike them and will explain why. We will select and play instruments to represent and respond to stimuli eg: weather, stories. End of year show – we will perform a song / dance to an audience. Songs: I Have a Little Frog Song and dance routine for summer show
Year 1	Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in. The Infinitely Variable Hello Song Boom Chicka Boom	Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in. Twinkle Twinkle Little Star then with words changed to Larks are Happy	Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in. Pass the secret round Frosty Weather Listening – Funk	Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in. Hi lo Chicka lo Listening – Blues	Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in. Candlelight Listening – Samba	Singing Singing at pitch, responding to simple visual directions e.g. stop, start, loud, quiet and counting in. Kye Kye Kule

	Listening – Mozart Rondo alla Turca (classical period) Contrast with Eric Satie Gymnopedies No 1 Focus instrument Piano Musicianship Walk, move or clap a steady beat at different speeds. Respond to the pulse in a variety of recorded/live music Perform word pattern chants e.g. fish and chips, caterpillar crawl. Composing Create, retain and perform their own word pattern chants. Improvise simple vocal chants using question and answer phrases	Listening Vaughan Williams The Lark Ascending Contrast with Vivaldi Autumn Focus instrument – violin Musicianship Listen to sounds in the school environment, comparing high and low sounds Sing familiar songs in low and high voices and explore the difference in sound Composing Create musical effects and short sequences of sounds in response to stimuli e.g. train journey using tuned and untuned percussion and sound-makers e.g. rustling leaves <i>End of term performance – singing</i>	Jungle Boogie and Uptown Funk Focus instrument Drums Musicianship Use body percussion and classroom percussion to play repeated rhythm patterns, keeping a steady beat Perform short copycat rhythm patterns while keeping in time with a steady beat Composing Invent, retain and recall rhythm patterns and perform these for others using body percussion and untuned percussion Innovate Jungle Boogie to Ash Grove Boogie etc	BB King Didn't It Rain? One Shoe Blues Focus instrument Guitar Musicianship Use tuned instruments e.g. glockenspiel to play short repeated pitched patterns (on one note) keeping a steady beat Composing Understand the difference between a rhythm pattern and a pitch pattern Invent, retain and recall pitch patterns and perform these for others using tuned percussion Use 12 bar blues in C as backing for C chime bar <i>End of term performance – singing</i>	Rio Carnival Fanfarra (Cabua Le-Le) Sergio Mendes/Carlinhos Brown (Brazilian Samba) Samba di Janiero Musicianship Follow pictures and symbols to guide playing and singing e.g. 4 dots means 4 taps on the drum Composing Recognise how graphic notation can represent created sounds with body percussion, tuned and untuned percussion. Inspired by Samba e.g. Chocolate Samba (see LMT materials) Explore and invent own symbols.	Listening – Gong Kebyar of Peliatan, Baris (Indonesian Gamelan) Musicianship Explore percussion sounds to enhance storytelling – link to class text on theme of Journeys Composing Recognise how graphic notation can represent created sounds with body percussion, tuned and untuned percussion. Explore and invent own symbols Create and perform a sequence of 3 rhythm and pitch patterns in response to stimuli such as a story (linked to class text) using pentatonic scale (use chime bars) <i>End of term performance – singing</i>
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Year 2	Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols Heno, Heno Listening – Ravel Bolero (20th century period) (238) Wiener Philharmoniker - Maurice Ravel - Bolero - Regente Gustavo Dudamel (HD) - YouTube Focus instrument orchestra – woodwind Musicianship Walk to the beat of a piece of music, knowing the difference between left and right Play copycat rhythms, copying a leader, and	Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols Doggie Doggie Where's Your Bone? Listening – Night on a Bare Mountain (Romantic period) KS2: Modest Mussorgsky - A Night on the Bare Mountain - BBC Teach BBC Ten Pieces Focus instrument Orchestra – strings Musicianship Understand that the speed of the beat can change creating a faster or slower pace Mark the beat of music they listen to by tapping or clapping, noticing tempo and changes in tempo	Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols Copy Kitten Listening – Rock n Roll Elvis Presley Hound Dog (238) elvis presley-hound dog - YouTube (link back to Year 1 12 bar blues) Focus instrument: Electric guitar Musicianship Create rhythms using word phrases as a starting point Read and respond to chanted rhythm patterns and represent them with stick notation including crochets, quavers and crochet rests. Composing Work with a partner to improvise simple	Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols H.E.L.L.O Listening – 1960s pop The Beatles Hey Jude and Norwegian Wood Musicianship Begin to group beats into 2s and 3s by listening and tapping and clapping to different pieces of music to show the first (strongest) beat Identify the beat groupings in different pieces of music e.g. Maple Leaf Rag (2 beats) and The Elephant from Carnival of the Animals (3 beats) Composing	Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols Rocking Listening – Jigs, Patrick Pecker Dunne (Irish Traveller music)- 2 beats in a bar Molly Malone (3 beats in a bar) Musicianship Dance and move to the steady beat of the music with 2 and 3 beats in a bar. Focus instrument Fiddle/violin Composing Work with a partner to improvise simple question and answer phrases to be sung and played on tuned and untuned percussion. These should have either 2 or 3 beats.	Singing Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and demonstrate these when singing by responding to the teacher's directions and visual symbols Alice The Camel Listening – Indian Folk Music Learn about the cultural background of the music (link to Geography Summer 1) Musicianship Respond independently to pitch changes heard in short melodic phrases indicating with actions (e.g. stand up/sit down, hands high, hands low) Recognise dot notation and match it to 3 notes played on tuned percussion Composing
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	invent rhythms for others to copy on untuned percussion Understand dynamics including a crescendo (getting louder) Composing Create a musical machine in response to Ravel's Bolero, layering rhythms and sounds in groups. Use graphic symbols to keep a record of composed pieces	Composing Create music in response to Night on a Bare Mountain – music associated with different times of day. Combine as a sequence and perform. Use graphic symbols to keep a record of composed pieces	question and answer phrases to be sung and played on untuned percussion (inspired by Hound Dog e.g. you ain't nothing but a tiger, puppy, lion etc) Create a class song with new lines and write rhythms with stick notation.	Work with a partner to improvise simple question and answer phrases to be sung and played on untuned percussion. These should have either 2 or 3 beats.	Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces.	Use Indian drums to compose, adapt and perform layered rhythms <i>End of term performance – singing</i>
Year 3	Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others. Acka Backa Listening Early recorder music- Baroque – Vivaldi Recorder Concerto (353) Vivaldis Flautino Concerto in	Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others. Amen, say Amen Listening - 21st Century recorder music David Bedford recorder concerto	Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others. Doo-bi-doo! Listening - Jazz Glenn Miller – In The Mood Benny Goodman – Sing, Sing, Sing Gershwin Rhapsody in Blue (BBC Ten Pieces)	Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others. Down by the Bay Listening American Rock Guns n Roses Sweet Child of Mine Tim Capello I Still Believe	Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others. Lavender's Blue Listening Local Folk Music Horton Weavers The Manchester Rambler Brian and Michael Matchstalk Men	Singing Sing tunefully and with expression. Perform forte and piano with actions. Walk move or clap to a steady beat with others. Zhao Peng You Listening Traditional Chinese Music – link to history Dizi (Chinese Flute): Yuenfen - Remote Recording - Bing video

	C Major RV 443 Lucie Horsch - YouTube Handel Arrival of the Queen of Sheba arranged for recorder duet (353) The Arrival of the Queen of Sheba (Arr. Recorders) - YouTube Focus instrument Recorder Musicianship Recorder tuition Physicality of playing Pitch – moving from one to 3 notes Creating a steady tone Playing with different dynamics (Song: Enchanted Forest) Composing Improvisation and creating patterns/rhythms and melodies on the recorder	(353) Recorder Concerto: I. — - YouTube (353) Recorder Concerto: III. — - YouTube Compare mood and tempi, pitch and tonality of movements 1 and 3 Focus instrument Recorder Musicianship Recorder tuition Physicality of playing Pitch – moving from one to 3 notes Creating a steady tone Playing with different dynamics Composing Improvisation and creating patterns/rhythms and melodies on the recorder	Focus instrument Woodwind in jazz music from clarinet to saxophone Musicianship Recorder tuition Pitch – moving from 3 to 5 notes Playing as an ensemble (Song: Monster! Monster!) Composing Improvisation and creating patterns/rhythms and melodies on the recorder	Focus instrument Saxophone Musicianship Recorder tuition Pitch – moving from 3 to 5 notes Playing adagio or allegro Playing as an ensemble Composing Improvisation and creating patterns/rhythms and melodies on recorder	Musicianship Recorder tuition Playing different rhythms Playing with articulation Playing from stick notation for rhythms Composing Improvisation and creating patterns/rhythms and melodies on the recorder	Musicianship Recorder tuition Playing different rhythms Playing with articulation Playing from dot and stick notation for pitch and rhythms Composing Improvisation and creating patterns/rhythms and melodies on the recorder <i>End of term performance – recorders (Eyes on Tiger)</i> <i>Come and Play with the Halle</i>
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Year 4	Singing Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Songs: Throw and catch Let's start to sing Listening – Beethoven Symphony No. 5 (classical period) – BBC Ten Pieces Peter and the Wolf The Sorcerer's Apprentice Focus instrument – orchestra – instrument families and layout Musicianship Introduce notation of rhythms including	Singing Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Songs: 1,121 Listening – Holst The Planets Suite BBC Ten Pieces (Mars) Focus instrument Orchestra – percussion section Musicianship Build on notation of rhythms including minims and rests Follow and perform rhythmic scores to a steady beat Composing	Singing Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Songs: Oleo Warm-up and stomp canon Listening – Chic, Le Freak (Disco) The Fifth of Beethoven Disco Musicianship Introduce notation of pitch in consecutive note patterns within a treble clef stave Play and perform melodic patterns Composing Structure musical ideas to create music that has a beginning, middle and an end. Compose	Singing Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Songs: Three Little Birds My voice is really funky Listening – Oasis, Wonderwall (90s Indie) Don't Look Back in Anger Primal Scream Movin On Up Musicianship Further notation of pitch including interval jumps Play and perform further melodic patterns Composing Compose song accompaniments using untuned percussion	Singing Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Songs: Number and intervals Count on me Listening - Bhujhangy group, Bhabiye Akh Larr Gayee (Punjab/UK Bhangra) Punjabi MC Bollywood film music Musicianship Play and perform melodies using staff notation combining rhythm and pitch Composing Perform a given melody and compose rhythmic ostinato to accompany it on untuned percussion. Use staff notation to	Singing Sing unison songs with a range of up to an octave, pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) Songs: Janie Mama Se Se Se (3 consecutive tones (Trichord) Listening – Trinidad Steel Band, Tropical Bird (Trinidad, Calypso) Musicianship Build on skills of reading. Play and perform a given piece of music In small group, perform one part of a 3 part piece of music Composing Compose an untuned ostinato to accompany a 2 part melody. Use staff notation to write the
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	crotchets and paired quavers Follow and perform rhythmic scores to a steady beat Composing Compose and use notation to record rhythm patterns and perform in a group	Structure musical ideas to create music that has a beginning, middle and an end. Compose in response to an image e.g. a photograph	in response to stimulus e.g. a poem or story	with rhythms and note values.	write the ostinato for others to play	ostinato for others to play <i>End of term performance – singing</i>
Year 5	Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus The Animal Fair Listening – Brass Band pieces Paul Lovatt-Cooper Where Eagles Sing Brighouse and Rastrick Brass Band Floral Dance	Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus Feliz Navidad Listening – Anna Clyne, Night Ferry (21st Century) BBC Ten Pieces Musicianship Brass tuition	Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus The Bare Necessities Listening – Female artists in RnB Alicia Keys Mary J Blige Beyonce Toni Braxton Musicianship Ukulele tuition	Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus I love the flowers Listening – Billy Strayhorn/Duke Ellington Orchestra, Take the A Train (jazz - brass) Maynard Ferguson (trumpet) James Morrison	Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus The Ugly Duckling Listening – Libertango, Tango, Argentina Contrasting versions and instrumentation e.g. orchestra, brass band, solo instruments etc Musicianship	Singing Sing with a sense of ensemble and performance, observing phrasing and appropriate style Sing songs with larger leaps and simple second parts, 3 part rounds and songs with a verse and a chorus Madina Tun Nabi Listening – Hawaiian traditional ukulele music Musicianship Ukulele tuition (Song: Stand by me) Composing Improvisation and creating

	Peter Graham Dynasty Musicianship Brass tuition Creating a steady sound Composing Improvisation and creating patterns/rhythms and melodies on brass instruments	Play up to three notes to perform a range of pieces Composing Improvisation and creating patterns/rhythms and melodies on brass instruments <i>End of term performance – brass</i>	(Song:Row row row the boat) Composing Improvisation and creating patterns/rhythms on ukuleles	Musicianship Ukulele tuition (Song:Latin Song) Composing Improvisation and creating patterns/rhythms on ukuleles	Ukulele tuition (Song:Three little Birds) Composing Improvisation and creating patterns/rhythms on ukuleles	patterns/rhythms on ukuleles <i>End of term performance – ukuleles</i>
Year 6	Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts. Song: I'm a Believer Listening –	Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts. Songs: Tell Me a Story, Shining Star Listening –	Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts. Song: You've Got a Friend in Me Listening – electronic dance music	Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts. Song: Sunshine in My Heart Listening - Art Pop Bjork- Venus as a boy	Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts. Song: Eye of the Tiger Listening – Nigerian Drumming Babatunde olatunji - drums on fire	Singing Sing a range of songs including those with syncopated rhythms, with a sense of ensemble and performance, observing rhythm, phrasing and appropriate style. Sing 3 and 4 part rounds and songs with simple second parts. Song: Sea Shanties Listening Sea Shanties Musicianship

	Anna Meredith, Connect it (21st century) – BBC Ten Pieces Anna Meredith Clapping Music Cups song Musicianship Use body percussion to create a range of sounds (Keith Terry Body Percussion Music)and more complex rhythmic patterns. Engage with others to listen and play in a group Songs for BP: chilled-out clap clap Name rhythms game Shabuya! Ha!Ha! Composing Compose and perform a piece using body percussion and 4 beats in a bar, using a wide range of dynamics. Use musical notation to record	Tchaikovsky The Nutcracker – Waltz of the Flowers, Russian Dance (Romantic Period) – BBC Ten Pieces Musicianship Use body percussion to create a range of sounds and more complex rhythmic patterns. Engage with others to listen and play in a group Songs for BP: Follow my feet (game) DingDongigidigidong Composing Compose a piece of music using body percussion and 3 beats in a bar	808 State - Pacific state Robert miles - children Darude- sandstorm Calvin Harris - Giant Musicianship Vocal development – breathing, posture, diction, projection and confidence Songs for BP: Clap Clap Song Cup song (1.2.3.swap) Composing Create a dance track using Garage Band, highlighting a 4 on the floor beat, melodic hook and beat/bass drop	Beatles - Sgt Pepper (any songs) David Bowie- Starman Musicianship Drum Circle Practice (Song: Siyahamba) Composing Write elements of a song in groups	- Primitive fire Musicianship Use traditional instruments to provide accompaniment to traditional Nigerian song Composing Create accompaniment rhythms on traditional instruments for song	Musical structure within a song Composing As a group, compose a leavers' song in the style of a sea shanty with multiple verses and a repeated chorus <i>End of term performance – Singing/Drum Circle</i>
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