

## Music planning - curriculum overview 2025 - 2026

### Year 1 Classes (Percy the Park Keeper, Stardust)

|                                                                 | Lesson 1                                                                                                                                                                                                                                                                                                                                      | Lesson 2                                                                                                                | Lesson 3                                                                                                      | Lesson 4                                                                                                                                               | Lesson 5                                                                                                         |
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| Autumn A<br>Kapow unit: Keeping the pulse (My favourite things) | <b>Finding the pulse</b><br>Learning how to feel the pulse and rhythm in music using parts of the body.                                                                                                                                                                                                                                       | <b>Singing a sound pattern</b><br>Learning to show rhythms and keep the pulse using bodies and voices.                  | <b>Using a thinking voice</b><br>Internalising the pulse when listening to music.                             | <b>Reading sound patterns</b><br>Listening out for and responding to rhythms.                                                                          | <b>Practice makes perfect</b><br>Identifying and performing the pulse and rhythm to highlight their differences. |
| Autumn B<br>Kapow unit: N/A<br>The Nativity                     | Practising songs from the nativity performance - working on singing and performing skills.<br><i>NB: Reception unit 'Celebration Music' includes music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas, to use as needed to support cross-curricular teaching for this half term.</i> |                                                                                                                         |                                                                                                               |                                                                                                                                                        |                                                                                                                  |
| Spring A<br>Kapow unit:<br>Vocal and body sounds (By the sea)   | <b>Vocal and body sounds</b><br>To understand that music can be used to represent an environment.                                                                                                                                                                                                                                             | <b>Vocal and body sounds: Embodying the sea</b><br>To understand how music can represent changes in an environment.     | <b>Vocal and body sounds: Musical treasure hunt</b><br>To select instruments that match seaside sounds.       | <b>Vocal and body sounds: Seaside story</b><br>To recognise and use dynamics and tempo.                                                                | <b>Vocal and body sounds: Seaside soundscape</b><br>To write music down and perform from a graphic score.        |
| Spring B<br>Kapow unit: Pitch (Superheroes)                     | <b>Recognising sounds</b><br>Recognising low and high sounds in a superhero theme tune.                                                                                                                                                                                                                                                       | <b>Pitch patterns</b><br>Exploring pitch by creating a simple superhero theme tune using a low- and a high-pitched note | <b>Changing tempo</b><br>Developing superhero theme tunes by adding tempo changes to make them more exciting. | <b>Superhero theme tune</b><br>Considering the features of superhero theme tunes and working collaboratively to create original superhero compositions | <b>Final performance</b><br>Performing compositions considering pitch and tempo.                                 |

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| <p>Summer A</p> <p>Kapow unit: Sound patterns (Fairytale)</p>      | <p><b>Character voices</b></p> <p>Exploring dynamics by creating different character voices.</p> | <p><b>Starting with instruments</b></p> <p>Playing instruments and using body percussion to help tell the story of The Three Little Pigs.</p> | <p><b>Sound patterns</b></p> <p>Creating rhythmic patterns and phrases by identifying the syllables in given words and phrases.</p> | <p><b>Responding to music</b></p> <p>Using instruments and body percussion to play a rhythm and keep a pulse.</p>   | <p><b>Fairytale performance</b></p> <p>Using untuned instruments in a class performance, keeping the pulse and rhythm.</p>    |
| <p>Summer B</p> <p>Kapow unit: Musical symbols (Under the sea)</p> | <p><b>Showing tempo</b></p> <p>Using tempo to explore life under the sea.</p>                    | <p><b>Exploring dynamics</b></p> <p>Using dynamics to represent the different fish under the sea.</p>                                         | <p><b>Rhythm</b></p> <p>Listening to and clapping out different rhythms of a clicking camera while keeping the beat.</p>            | <p><b>Using pitch</b></p> <p>Learning about pitch and rhythm by adding a new character to the underwater piece.</p> | <p><b>Under the sea performance</b></p> <p>Consolidating the key musical concepts from the unit in one final performance.</p> |