



Music Vision Statement

“Where words fail, music speaks.” – Hans Christian Anderson

“Music touches us emotionally, where words alone can't.” – Johnny Depp

“Music has healing power. It has the ability to take people out of themselves for a few hours.” – Elton John

“Music begins where the possibilities of language end.” – Jean Sibelius

“Music produces a kind of pleasure which human nature cannot do without” – Confucius



At Fairfield Primary School, our whole school vision is "Dream, Believe, Achieve". This vision celebrates aspiration.

Music is a universal language. It is all around us and promotes creativity in everyone. It allows for personal expression and speaks to us in many different ways. It is a unique way of communicating that inspires pupils; it develops confidence, thinking and creative skills and improves pupils' emotional wellbeing. The skills involved in playing and listening to music will help learners develop their self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. Music creates strong feelings, builds memories, develops self-confidence and leadership, and improves memory and co-ordination. It is built around enjoyment and promotes a sense of achievement and appreciation when sharing skills through performances. Through music, children will discover and develop a sense of group identity and togetherness composing, rehearsing and performing music with others. They will build on skills such as 'determination, resilience, hard-work and bravery' when performing to an audience. Music helps children to experience a sense of achievement and pride and feel part of a community.

At Fairfield Primary School, children see Music as an inspiring, engaging and active subject. During music lessons, children will explore and create sounds in many different ways, which includes the use of technology. They will learn to sing and use their voices in interesting ways. They will experience playing musical instruments, which are tuned and un-tuned and will begin to read appropriate music notation. Children will develop clear subject knowledge about how music is created, produced and communicated through a range of elements including pitch, duration, dynamics, tempo, timbre, texture and structure.

The children of Fairfield Primary School will learn to appreciate the 'language of music' by exploring and listening to the music of great composers, music from a range of cultures and across many genres to inspire and stimulate their creative minds. Fairfield pupils will experience live music whenever possible.

Music is an essential part of life; integral in the development of the whole person. Fairfield Primary School believes that the opportunity to engage in musical experiences is crucial for the development of the whole child. Learning music develops all aspects of a child's learning and these abilities are directly transferable to other areas of the curriculum, allowing them to flourish, and will be invaluable in their future life. Music encourages all children to **dream, believe and achieve!**



*Music is life
Music is love
Music is joyful
Music is peaceful
Music is a journal
Music has feelings
Music has emotion
Music tells stories
Music is unpredictable
Music is exciting
Music holds memories
Music is life
Never stop the music*

*Tell me and I forget, teach me and I may remember,
involve me and I learn. - Benjamin Franklin*



FAIRFIELD PRIMARY SCHOOL - MUSIC CURRICULUM MAP – 2025-2026

MUSIC IN FOUNDATION STAGE

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The most relevant statements, taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception, match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning: • Communication and Language • Physical Development • Expressive Arts and Design.

In EYFS we have an integrated approach to musical learning, laying down the foundations for KS1 and KS2 where children learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), as well as singing and playing instruments. Children listen and respond to different styles of music. They learn to sing along with nursery rhymes and action songs; improvise play with classroom instruments and share and perform the learning that has taken place.

Nursery	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
	Being imaginative and Expressive	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Early learning Goals: Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		

FAIRFIELD PRIMARY SCHOOL - MUSIC CURRICULUM MAP – 2025-2026

MUSIC IN FOUNDATION STAGE				
Nursery	Cross-curricular/Topic-based focus	Autumn	Spring	Summer
		<p>Sing finger rhymes, nursery rhymes and counting songs with easy tunes and choruses. Make up movements or actions to songs and music.</p> <p>Play instruments while singing familiar songs.</p> <p>+ Singing finger rhymes, nursery rhymes and counting songs related to the topic.</p>	<p>As Autumn but also :</p> <p>Play instruments while singing familiar songs. Practise playing instruments in different ways e.g. fast/slow, loud/soft.</p> <p>Explore instrumental sounds to represent different sounds e.g. farmyard animals.</p>	<p>As Autumn but also:-</p> <p>Play instruments while singing familiar songs. Practise playing instruments in different ways e.g. fast/slow, loud/soft.</p> <p>Explore instrumental sounds to represent different sounds e.g. farmyard animals.</p>

MUSIC IN FOUNDATION STAGE
Themes linked with Charanga Musical School

FAIRFIELD PRIMARY SCHOOL - MUSIC CURRICULUM MAP – 2025-2026

Year R	Unit Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
	Cross-curricular/Topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit. that prepares children for their musical learning in Year 1.	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music Consolidate learning and contextualise the history of music.
	Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	
	Learn to sing nursery rhymes and action songs:	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	
	Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
	Musical Learning focus	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place				Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	

By the end of Foundation Stage -
Early learning Goals

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	Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
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FAIRFIELD PRIMARY SCHOOL - MUSIC CURRICULUM MAP – 2025-2026

MUSIC IN KEY STAGE 1 (Themes linked with Charanga Musical School)

Year 1	Unit Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Hey You	Rhythm in the way we walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
	Style	Old-school hip hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
	Theme	How pulse, rhythm and pitch work together	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
	Listening	<ul style="list-style-type: none"> Find the pulse in one piece of music Recognise and name 2 instruments they hear (male/female vocal, drums, bass guitar, drums, decks) 	<ul style="list-style-type: none"> Find the pulse in one piece of music Recognise and name 2 instruments they hear (male/female vocalists, keyboard, drums, bass guitar, percussion, trumpets) 	<ul style="list-style-type: none"> Name 2 musical styles such as: Blues, Baroque, Latin, Irish Folk, Funk 	<ul style="list-style-type: none"> Find the pulse in one piece of music Recognise and name 2 instruments they hear (male/female vocalists, keyboard, drums, bass guitar, saxophone, percussion, trumpets) 	<ul style="list-style-type: none"> Find the pulse in one piece of music Recognise and name 2 instruments that they hear: (male/female vocalists, keyboard, drums, bass guitar, saxophone, percussion, trumpets) 	<ul style="list-style-type: none"> Find the pulse within a piece of music Recognise and name 2 instruments that they hear: (male/female vocalists, keyboard, drums, bass guitar, saxophone, percussion, trumpets).
	Musical Activities	<ul style="list-style-type: none"> March in time with the pulse 	<ul style="list-style-type: none"> Copy and clap back the rhythms that they hear Clap the rhythm of their name 	<ul style="list-style-type: none"> Clap the rhythm of their favourite food March to the pulse 	<ul style="list-style-type: none"> Copy and clap back rhythms Clap the rhythm of their favourite animal 	<ul style="list-style-type: none"> Copy and clap back rhythms Clap the rhythm of their favourite colour 	<ul style="list-style-type: none"> Copy and clap back rhythms
	Singing	<ul style="list-style-type: none"> Sing in time to the music 	<ul style="list-style-type: none"> Begin to understand that pitch is high and low sounds 	<ul style="list-style-type: none"> Sing together and in time to the music 	<ul style="list-style-type: none"> Sing a song together as a class and in time to the music 	<ul style="list-style-type: none"> Sing in a two- part song 	<ul style="list-style-type: none"> Sing a song together as a class and in time to the music
	Playing instrumental parts/performing	<ul style="list-style-type: none"> Play C on a Glockenspiel Talk about how it feels to perform Play C accurately on a glockenspiel 	<ul style="list-style-type: none"> Play C and D on a Glockenspiel Watch a recording of a class performance and talk about what they liked the best. 	<ul style="list-style-type: none"> Play C accurately on a glockenspiel and in time with the class Talk about how it feels to perform 	<ul style="list-style-type: none"> Play D, F, C + D on a glockenspiel Play C accurately and in time with the performance Talk about how it feels to perform 	<ul style="list-style-type: none"> Play D, F, C + D on a glockenspiel Play C accurately and in time with the performance Talk about how it feels to perform 	<ul style="list-style-type: none"> Play D, F, C + D on a glockenspiel Play C accurately and in time with the performance Talk about how it feels to perform.
	Improvising/ Composing	<ul style="list-style-type: none"> Improvise in lessons using C Compose a simple rhythm Compose using C + D on a glockenspiel 	<ul style="list-style-type: none"> Improvise in lessons using C Compose a simple rhythm Compose using C + D on a glockenspiel 	<ul style="list-style-type: none"> Improvise in lessons using C as part of a performance Compose a simple melody using C + D on a glockenspiel 	<ul style="list-style-type: none"> Improvise during a performance using D on a glockenspiel 	<ul style="list-style-type: none"> Compose a simple melody using C and D on a glockenspiel 	<ul style="list-style-type: none"> Compose a simple melody using C and D on a glockenspiel

MUSIC IN KEY STAGE 1 (Themes linked with Charanga Musical School)

	Unit Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 2		Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
	Style	Afro-pop, South African	A song with rapping and improvising	Rock	Reggae	Pop	Classical
	Theme	South African Music	Festivals and Christmas	Playing together in a band	Reggae and Animals	A song about friends	The history of music, look back and consolidate your learning, learn some of the language of music.
	Listening	<ul style="list-style-type: none"> Find the pulse to a piece of music Name 2 or more musical instruments: (male/female vocalists, keyboard, drums, electric guitar, saxophone, percussion, trumpets) 	<ul style="list-style-type: none"> Understand that songs have a musical style – know they are learning about rap music. 	<ul style="list-style-type: none"> Understand that songs have a musical style – know they are learning about rock music. Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets) 	<ul style="list-style-type: none"> Understand that music has a style – know that they are learning about Reggae music. Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets) 	<ul style="list-style-type: none"> Understand that music has a style – know that this music links to friendship. Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets) 	<ul style="list-style-type: none"> Find the pulse within a piece of music Name 2 or more instruments: keyboard, drums, guitar, saxophone, percussion, trumpets)
	Musical Activities	<ul style="list-style-type: none"> March in time with the pulse Know that rhythm is different to the pulse 	<ul style="list-style-type: none"> Recognise pitch as high and low sounds that are added to the pulse and rhythm when we sing or play an instrument Copy and clap back rhythms 	<ul style="list-style-type: none"> March and find the pulse to music Copy and clap back the rhythm of names in the class 	<ul style="list-style-type: none"> Recognise pitch as high and low sounds that are added to the pulse and rhythm when we sing or play an instrument Copy and clap back rhythms 	<ul style="list-style-type: none"> Decide how to find the pulse of a piece of music 	<ul style="list-style-type: none"> Decide how to find the pulse of a piece of music
	Singing	<ul style="list-style-type: none"> Recognise that songs have a chorus 	<ul style="list-style-type: none"> Rap together in time to the music 	<ul style="list-style-type: none"> Sing in time to the music and use actions 	<ul style="list-style-type: none"> Sing in time to the music and use actions 	<ul style="list-style-type: none"> Sing in two parts 	<ul style="list-style-type: none"> Sing in time to the music and use actions
	Playing instrumental parts/performing	<ul style="list-style-type: none"> Play G, A and C on a glockenspiel Talk about how it feels to perform 	<ul style="list-style-type: none"> Play G, A + B on a glockenspiel Talk about how it feels to perform 	<ul style="list-style-type: none"> Play C + D on a glockenspiel Talk about how it feels to perform 	<ul style="list-style-type: none"> Play C + D on a glockenspiel Talk about what they like about performing 	<ul style="list-style-type: none"> Play E + G on a glockenspiel Perform accurately and in time to music 	<ul style="list-style-type: none"> Play E + G on a glockenspiel Talk about what they like about performing.
	Improvising/composing	<ul style="list-style-type: none"> Improvise in lessons using C on a glockenspiel Compose a simple melody using simple rhythms using C + D on a glockenspiel 	<ul style="list-style-type: none"> Improvise in lessons using words Compose a simple rap as a class 	<ul style="list-style-type: none"> Improvise in lessons using F on a glockenspiel Compose a simple melody using simple rhythms using F, G + A on a glockenspiel 	<ul style="list-style-type: none"> Improvise during a performance using C on a glockenspiel Compose a simple melody using simple rhythms using C + D on a glockenspiel 	<ul style="list-style-type: none"> Improvise during a performance using C Compose a simple melody using simple rhythms using E + G on a glockenspiel 	<ul style="list-style-type: none"> Compose a simple melody using simple rhythms using E + G on a glockenspiel

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

By the end of Key Stage 1	Pupils should be taught to:
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	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music
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MUSIC IN KEY STAGE 2 (Themes linked with Charanga Musical School)							
Year 3	Unit Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Let Your Spirit Fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	Style	RnB	N/A	Reggae	A pop song that tells a story	Disco	Classical

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	Theme	RnB and other styles	Exploring and developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music.
	Listening	<ul style="list-style-type: none"> Identify the piece's structure: Introduction, verse, chorus 	<ul style="list-style-type: none"> Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard, synthesizer Listens to notes C, D, E + F on a glockenspiel 	<ul style="list-style-type: none"> Identify the piece's structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard, synthesizer 	<ul style="list-style-type: none"> Understand that music has a style and the theme in the songs are: Kindness, respect, friendship, acceptance and happiness. Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard 	<ul style="list-style-type: none"> Find the pulse when listening to a piece of music Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard Explain how the words in a song tell a story 	<ul style="list-style-type: none"> Identify some instruments/voices: Male/female vocalists, bass, drums, guitar, keyboard Explain how the words in a song tell a story
	Musical Activities	<ul style="list-style-type: none"> Copies back rhythm patterns and begins to make up their own Uses a glockenspiel to play C, sometimes with D 	<ul style="list-style-type: none"> Begins to read the notation for C and D Using a glockenspiel, the children learn to play: <ul style="list-style-type: none"> Easy E Strictly D Play your music 	<ul style="list-style-type: none"> Dee Cee's blues Copies back rhythm patterns and begins to make up their own Uses a glockenspiel to play C and sometimes D 	<ul style="list-style-type: none"> Begins to read the notation for C Copy back, play and begin to invent rhythmic and melodic patterns Uses a glockenspiel to play G, sometimes with A 	<ul style="list-style-type: none"> Begins to read the notation for G Copy back, play and invent rhythmic and melodic patterns Uses a glockenspiel to play C and A. 	<ul style="list-style-type: none"> Begins to read the notation for C and A Copy back, play and invent rhythmic and melodic patterns
	Singing	<ul style="list-style-type: none"> Sings in 2 parts 	<ul style="list-style-type: none"> Learn a class song and perform it together 	<ul style="list-style-type: none"> Sings in unison 	<ul style="list-style-type: none"> Sings in 2 parts 	<ul style="list-style-type: none"> Sings in 2 parts 	<ul style="list-style-type: none"> Sings in unison
	Playing instrumental parts/performing	<ul style="list-style-type: none"> Play notes F, G and C on a glockenspiel Plays accurately and in time, as part of a lesson 	<ul style="list-style-type: none"> Play notes C, D, E + F on a glockenspiel Begin to read C as notation Play glockenspiels together and in time to the music 	<ul style="list-style-type: none"> Plays notes G and A on a glockenspiel. Plays accurately and in time, as part of a lesson 	<ul style="list-style-type: none"> Begins to play G by ear on a glockenspiel. Plays accurately and in time, as part of a performance 	<ul style="list-style-type: none"> Plays C on a glockenspiel. Plays accurately and in time, as part of a performance 	<ul style="list-style-type: none"> Play notes C, D, E + F on a glockenspiel Read C as notation Play glockenspiels together and in time to the music
	Improvising/composing	<ul style="list-style-type: none"> Improvises in lessons and as part of a performance using C and sometimes D Uses C, D + E to compose a simple melody using simple rhythms 	<ul style="list-style-type: none"> Improvise with Dee Cee's Blues using notes C + D. Compose a simple melody using simple rhythms with notes C + D 	<ul style="list-style-type: none"> Improvises in lessons and as part of a performance using C and sometimes D Uses C, D + E to compose a simple melody using simple rhythms 	<ul style="list-style-type: none"> Improvises in lessons and as part of a performance using G, A and B Uses G, A and B to compose a simple melody using simple rhythms 	<ul style="list-style-type: none"> Improvises in lessons and as part of a performance using C and sometimes A Uses C, A + G to compose a simple melody using simple rhythms 	<ul style="list-style-type: none"> Improvises in lessons and as part of a performance using C and sometimes A Uses C, A + G to compose a simple melody using simple rhythms
	MUSIC IN KEY STAGE 2 (Themes linked with Charanga Musical School)						
Year 4	Unit Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Mamma Mia	Glockenspiel 2	Stop	Lean on Me	Blackbird	Reflect, Rewind and Replay
	Style	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
	Theme	ABBA's Music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of

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							the language of music.
	Listening	<ul style="list-style-type: none"> Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums 	<ul style="list-style-type: none"> Revise and play the notes C, D, E, F + G. Revisit these tunes from Stage 1: Easy E Strictly D Play Your Music Dee Cee's Blues 	<ul style="list-style-type: none"> Identify the structure: Intro and 6 rapped verses, each with a sung chorus Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. Find the pulse whilst listening 	<ul style="list-style-type: none"> Identify the structure: Intro and 6 rapped verses, each with a sung chorus Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ Find the pulse whilst listening 	<ul style="list-style-type: none"> Identify the song themes: Equality, civil rights. Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. 	<ul style="list-style-type: none"> Identify the themes of a piece of music Invent a rhythm for someone else to copy. Join in musical games playing notes C, D, E, F and G (not played all together in one game!) Improvise using C, G, E and F Compose a piece of music
	Musical Activities	<ul style="list-style-type: none"> Copy, play back and invent rhythmic and melodic patterns. Play G and sometimes A on the Glockenspiel. Begin to read notes G and sometimes A. 	<ul style="list-style-type: none"> Play C, D, E, F + G on the glockenspiel. Learn to play these tunes: Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia 	<ul style="list-style-type: none"> Copy, play back and invent rhythmic and melodic patterns. Play C and sometimes D on the Glockenspiel. Read notes C and begin to read D 	<ul style="list-style-type: none"> Invent rhythmic and melodic patterns for others to copy Play F and sometimes G on the Glockenspiel. Begin to read the note F 	<ul style="list-style-type: none"> Invent rhythmic and melodic patterns for others to copy Play C and sometimes D on the Glockenspiel. Read C as notation and begin to read D 	<ul style="list-style-type: none"> using C, D and E. Contribute to a performance by singing, playing an instrumental part, improvising or by reading notation
	Singing	<ul style="list-style-type: none"> Sing in unison 	<ul style="list-style-type: none"> Learn a class song and perform it together 	<ul style="list-style-type: none"> Explore rapping as a class in unison and in parts 	<ul style="list-style-type: none"> Sing in unison 	<ul style="list-style-type: none"> Sing in unison 	<ul style="list-style-type: none"> Learn a class song and
	Playing instrumental parts/performing	<ul style="list-style-type: none"> Play G by ear on the glockenspiel Plays accurately and in time, as part of a lesson on a glockenspiel 	<ul style="list-style-type: none"> Play C, D, E, F + G on the glockenspiel. Watch a recording of a class performance and talk about what they liked the best. 	<ul style="list-style-type: none"> Play C and sometimes D on the glockenspiel. Read note C and begin to read D Perform a composition in time as a class 	<ul style="list-style-type: none"> Play C and F by ear on the glockenspiel. Plays accurately and in time, as part of a lesson on a glockenspiel 	<ul style="list-style-type: none"> Play C and D by ear on the glockenspiel Plays accurately and in time, as part of a lesson on a glockenspiel 	<ul style="list-style-type: none"> Play C, D, E, F + G on the glockenspiel. Watch a recording of a class performance and talk about what they liked the best.
	Improvising/composing	<ul style="list-style-type: none"> Improvises in lessons using G and sometimes A Uses notes G, A and sometimes B to compose 	<ul style="list-style-type: none"> Compose a simple melody using simple rhythms using the notes C, D, E, F + G 	<ul style="list-style-type: none"> Compose own rapped lyrics about a theme that you decide as a class. 	<ul style="list-style-type: none"> Improvises in lessons using F and sometimes G Compose a simple melody using simple rhythms using the notes F, G + A 	<ul style="list-style-type: none"> Improvises in lessons using C and sometimes D Compose a simple melody using simple rhythms using the notes C, D + E 	<ul style="list-style-type: none"> Compose a simple melody using simple rhythms using the notes C, D, E, F + G

MUSIC IN KEY STAGE 2 (Themes linked with Charanga Musical School)

Year 5	Unit Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
	Style	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical

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	Theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old-School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music.
	Listening	<ul style="list-style-type: none"> Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard 	<ul style="list-style-type: none"> Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. Identify the structure: (Five note Swing): 8-bar intro, 8- bar tune repeated, middle 8, lead, lead 	<ul style="list-style-type: none"> Identify the music structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard 	<ul style="list-style-type: none"> Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper 	<ul style="list-style-type: none"> Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax) 	<ul style="list-style-type: none"> Find the pulse in different music pieces In different pieces of music, identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax)
	Musical Activities	<ul style="list-style-type: none"> Joins in with 'question and answer sessions' in rhythm and pitch copyback activities Play G and A on the Glockenspiel. Read G and A as notation 	<ul style="list-style-type: none"> Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B (on a glockenspiel) 	<ul style="list-style-type: none"> Joins in with 'question and answer sessions' in rhythm and pitch copyback activities Play C and D on the Glockenspiel. Read C and D as notation 	<ul style="list-style-type: none"> Joins in with 'question and answer sessions' in rhythm and pitch copyback activities Play D and E on the Glockenspiel. Read D and E as notation 	<ul style="list-style-type: none"> Joins in with 'question and answer sessions' in rhythm and pitch copyback activities Play F and G on the Glockenspiel. Read F and G as notation 	<ul style="list-style-type: none"> Joins in with 'question and answer sessions' in rhythm and pitch copyback activities
	Singing	<ul style="list-style-type: none"> Sing as part of the class in unison 	<ul style="list-style-type: none"> Sing as part of the class in unison 	<ul style="list-style-type: none"> Sing as part of the class in unison 	<ul style="list-style-type: none"> Explore rapping as a class in unison and in parts 	<ul style="list-style-type: none"> Sing in two parts as a class 	<ul style="list-style-type: none"> Sing as part of the class in unison
	Playing instrumental parts/performing	<ul style="list-style-type: none"> Play G, A + B by ear on the glockenspiel. Read A as notation. Contributes to a performance by singing, playing an instrumental part, improvising or by performing their composition. 	<ul style="list-style-type: none"> Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B on a glockenspiel Contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition 	<ul style="list-style-type: none"> Play C, D + E by ear on the glockenspiel. Read C, D + E as notation. Shares thoughts, feelings and ideas about a recorded performance of the class. 	<ul style="list-style-type: none"> Play D + E by ear on the glockenspiel. Read D + E as notation Shares thoughts, feelings and ideas about a recorded performance of the class. 	<ul style="list-style-type: none"> Play G + A by ear on the glockenspiel. Read G as notation. Watch a recording of a class performance and talk about what they liked the best. 	<ul style="list-style-type: none"> Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B on a glockenspiel Contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition
	Improvising/composing	<ul style="list-style-type: none"> Improvises in lessons using G, A and B. Uses notes G, A and sometimes B to compose 	<ul style="list-style-type: none"> Improvises in a Bossa Nova style using the notes: G, A + B Improvises in a swing style using the notes: D + E, D, E, G 	<ul style="list-style-type: none"> Improvises in lessons using C + D Composes a simple melody using simple rhythms using the notes C, D, E, F + G 	<ul style="list-style-type: none"> Improvises in lessons using D + E Uses notes C, D + E to compose 	<ul style="list-style-type: none"> Improvises in lessons using D + E Uses notes C, D + E to compose 	<ul style="list-style-type: none"> Composes a simple melody using simple rhythms using

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MUSIC IN KEY STAGE 2 (Themes linked with Charanga Musical School)							
Year 6	Unit Title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind and Replay
	Style	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
	Theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music.

FAIRFIELD PRIMARY SCHOOL - MUSIC CURRICULUM MAP – 2025-2026

	Listening	<ul style="list-style-type: none"> Identify the piece's song structure: Intro, verse 1, bridge, chorus etc. Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard etc. 	<ul style="list-style-type: none"> Talk about the musical dimensions in the song: pulse, rhythm, pitch, tempo, timbre, texture, structure and notation 	<ul style="list-style-type: none"> Talk about the musical dimensions in the song: pulse, rhythm, pitch, tempo, timbre, texture, structure and notation 	<ul style="list-style-type: none"> Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard etc Describe the structure of the song 	<ul style="list-style-type: none"> Talk about the music by different artists Make a musical connection to another artist (style of music etc.) 	<ul style="list-style-type: none"> Talk about the musical dimensions in the song: pulse, rhythm, pitch, tempo, timbre, texture, structure and notation
	Musical Activities	<ul style="list-style-type: none"> Joins in with 'question and answer sessions' in rhythm and pitch copyback activities Play G and A on the glockenspiel. Read G and A as notation with growing confidence 	<ul style="list-style-type: none"> On a glockenspiel, play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. 	<ul style="list-style-type: none"> Clap some of the rhythms used in the song. Learn some musical phrases in the song. 	<ul style="list-style-type: none"> Demonstrates confidence in 'question and answer sessions' in rhythm and pitch copyback activities Play A and G on the Glockenspiel. Read G and A as notation 	<ul style="list-style-type: none"> Talk about the key themes from the unit's music videos 	<ul style="list-style-type: none"> On a glockenspiel, play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C.
	Singing	<ul style="list-style-type: none"> Sing in 2 parts 	<ul style="list-style-type: none"> Learn a song as a class and perform it 	<ul style="list-style-type: none"> Sing a song in 2 different styles of music 	<ul style="list-style-type: none"> Sings in unison as part of the class 	<ul style="list-style-type: none"> Sings in unison as part of the class 	<ul style="list-style-type: none"> Sing 1 song in 2 different styles of music
	Playing instrumental parts/performing	<ul style="list-style-type: none"> Play A, G + B by ear on the glockenspiel. Read A + B as notation. Talk about thoughts and feelings about a piece of music. 	<ul style="list-style-type: none"> On a glockenspiel, play the notes C, D, E, F, G, A, B + C. contribute to a performance by singing, playing an instrumental part or improvising 	<ul style="list-style-type: none"> Watch a recording of a class performance and talk about what they liked the best and what can be improved. 	<ul style="list-style-type: none"> Plays C, D, E + F by ear and from notation on a glockenspiel Plays accurately and in time, as part of a lesson on a glockenspiel. 	<ul style="list-style-type: none"> Create a musical composition using apps such as garage band, band lab, the orchestra, Loopimal 	<ul style="list-style-type: none"> Plays C, D, E + F by ear and from notation on a glockenspiel Plays accurately and in time, as part of a lesson on a glockenspiel.
	Improvising/composing	<ul style="list-style-type: none"> Improvises in lessons using A and G Compose a simple melody using simple rhythms using the notes A, G and B 	<ul style="list-style-type: none"> Improvise in Bacharach Anorak using the notes: C, D, C, D, E, C, D, E, F, G 	<ul style="list-style-type: none"> Create a rhythm for the class to copy 	<ul style="list-style-type: none"> Improvises in lessons using A and G Compose a simple melody using simple rhythms using the notes A, G and E 	<ul style="list-style-type: none"> Create a musical composition using apps such as garage band, band lab, the orchestra, Loopimal 	<ul style="list-style-type: none"> Compose a basic melody using simple rhythms using the notes A, B, C, D, E, F, G

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

By the end of Key Stage 2	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
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FAIRFIELD PRIMARY SCHOOL - MUSIC CURRICULUM MAP – 2025-2026

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music
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