



BHM Music Curriculum Overview 2025-26

Across the key stages children will develop and apply listening skills, knowledge and understanding through practical, creative activities which incorporate performing, composing and appraising. They will experience a wide range of music from different historical periods and genres. For the Listening elements, we refer to NAXOS music box and BBC 10 pieces. EYFS follow the suggested listening elements in Charanga.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Listen and respond Explore and create Sing Share and perform	Learn new nursery rhymes daily. Use Charanga Song collection 'Early years' to increase repertoire. Learn vocab quick /slow, loud/soft. Learn how to produce sounds using their body. Listen to a range of genres of music	Learn new action and number rhymes daily. Use Charanga Song collection 'Well known songs' Experiment with making sounds on different body parts	Charanga -Listen-narrated stories. Song collection 'number rhymes'. Experiment with dynamics, singing songs quicker/slower, softer/louder. Charanga Original Scheme –R- Me!	Charanga Listen – animal inspired listening Charanga original scheme –R-My Stories	Charanga –Early years - 'musical activities' – learn the songs and listen. Naxos Music Box - music for Little Voices Charanga Original Scheme –R -Everyone	Charanga –Early years - 'musical activities' – learn the songs and listen. Naxos Music Box – music for Little voices
Reception Listen and respond Explore and create Sing Share and perform	Charanga Original scheme –Our World Supplement with singing with BBC teach –school radio Revisit –learn – compose –perform Untuned percussion –explore sounds	Charanga Little Angel gets her wings Supplement with singing with BBC teach –school radio Revisit –learn – compose –perform Experiment with how to produce sounds by playing in different ways (brush, bang, shake etc)	Follow Charanga original scheme – Big Bear Funk Supplement with singing with BBC teach –school radio Revisit –learn – compose –perform Experiment with how to produce sounds by playing in different ways (brush, bang, shake etc)	Follow Charanga Original scheme –Reflect and rewind - Supplement with singing with BBC teach –school radio Revisit –learn – compose –perform Learn the names of the percussion instruments and how to produce sounds by playing in different ways (brush, bang, shake etc)	Follow Charanga Summer songs- Pick and mix Supplement with singing with BBC teach –school radio Revisit –learn – compose –perform Begin to develop control on untuned percussion instrument and make rhythmic patterns.	Follow Charanga original scheme –Y1 Hey You! Supplement with singing with BBC teach –school radio Revisit –learn – compose -perform Begin to keep a beat when playing percussion instruments to accompany familiar songs, chants and rhymes

Milestone and listening	Describe Vivaldi –the four seasons	Describe Leroy Anderson -Sleigh Ride	Describe Grieg -In the Hall of the Mountain King, Morning	Describe Edward Elgar - 'Enigma' Variations- Theme	Describe Holst –The Planet Suite	Describe Beethoven eg Symphony no 5
	Autumn		Spring		Summer	
Year 1 Listening and focus musicians	Blues Muddy Waters Robert Johnson Eric Clapton Joe Bonamassa Philip Glass –eg Violin Concerto No. 1: III. (Modern composer who ‘invented’ Classical minimalism) Culture		African music TOGO and GHANA – West African drumming UGANDA – Budongo ensemble drumming ZIMBABWE – Zimbabwe Kalanga drumming Diversity Mason Bates –Anthology of Fantastic Zoology -moved the orchestra into the digital age and dissolved the boundaries of classical music. Possibilities		Musicals Leonard Bernstein - eg ‘Mambo’ from Symphonic Dances from 'West Side Story' Arthur Sullivan (1842–1900) The Mikado (overture) Steve Reich – Music for 18 Musicians Culture	
Knowledge about music <i>Recognise & explore how sounds can be made and changed.</i>	Listen to music to begin to find the beat and pulse and move rhythmically. Sing simple songs in unison and to explore voice sounds. Strong and weak beats. Step 1 Introducing beat Step 2 Adding rhythm and pitch		Explore and recognise sounds of common classroom instruments, create movements in response to pieces of music. Loud and Quiet/High and Low/ Long and Short. Developing rhythmic patterns and notation symbols. Step 3 Introducing tempo and dynamics Step 4 Combining pulse, rhythm and pitch		Explore how sounds can be changed, improvise simple sounds. Long and short/ High and Low. Creating musical patterns. Exploring different sounds and textures with instrumentation. Step 5 Having fun with improvisation Step 6 Explore sound and create a story	
Milestone	Describe and perform		Describe, perform and transcribe		Describe, perform, transcribe and compose.	
Music through Topic	Pitch BMC Christmas		Weather M-WMS		History of Leigh –mills (EFDSS Folk songs)	

<p>Year 2 Listening and focus musicians</p>	<p>60's music –eg, The Beatles</p> <p>Samuel Barber Adagio for Strings (This piece now become a big part of popular culture. It's been featured in famous movies and TV shows like <i>The Simpsons</i> and <i>Gattaca</i>. It was even played at Albert Einstein's funeral!</p> <p>Culture</p>	<p>Sacred music John Taverner (modern) contrasted with Thomas Tallis (Ancient). Handel -Zadok the Priest</p> <p>Bach -Toccatina and Fugue</p> <p>Culture</p>	<p>Opera Mozart 'The Magic Flute' Benjamin Britten –'Storm' interlude from the opera 'Peter Grimes' He started composing as a child and by the age of 18 he'd written more than 700 pieces!</p> <p>Wagner - 'Ride of the Valkyries' from 'Die Walküre'.</p> <p>Possibilities</p>
<p>Knowledge about music</p>	<p>Keep a steady pulse and copy a simple rhythm. Play and name tuned and un-tuned instruments correctly. Fast and Slow. Discovering tempo and mood</p> <p>Step 1 Exploring simple patterns Step 2 Focus on dynamics and tempo</p>	<p>Discovering the Orchestra. Texture and Timbre. Identify timbres of classroom instruments, change the types of sounds when playing instruments, sing songs with a wider pitch range. Melody and accompaniments.</p> <p>Step 3 Exploring feelings through music Step4 Inventing a musical story</p>	<p>Explore and create sounds with rhythms and pitch. Improvise simple patterns, order sounds within simple structures. Beginnings and endings.</p> <p>Step 5 Music that makes you dance Step 6 Exploring improvisation</p>
<p>Milestone</p>	<p>Perform, describe and transcribe</p>	<p>Describe, perform, transcribe, compose</p>	<p>Describe, perform, transcribe, compose</p>
<p>Music through topic</p>	<p>Barber -Adagio for Strings activity Classroom 200</p>	<p>Chronology (BMC)</p>	<p>What is opera? ROH Hansel and Gretel</p>
<p>Year 3 Listening</p>	<p>Medieval music William Byrd eg Mass for 4 Voices Monteverdi eg, Madrigals, Book 5: Cruda Amarilli</p> <p>Thomas Tallis- Spem in Alium</p> <p>Culture</p>	<p>South American Music –Naxos Music box - Brazil</p> <p>Heitor Villa-Lobos –The Little train-Bachianas Brasileiras Possibilities, Diversity</p> <p>Florence Price, Symphony no 1 (BBC Trailblazers -As an African-American woman, Florence Price combined the traditions of classical music with the sound of spirituals and West African rhythms and dance from her own culture. In 1933 she overcame prejudice to become the first black female composer to have her work performed by a major orchestra).</p>	<p>Music used for adverts Ravel's Bolero Rimsky-Korsakov Flight of the Bumblebee.</p> <p>Dvořák - Symphony No. 9 in E minor, 'From the New World</p> <p>Vaughan Williams – eg The Lark Ascending</p> <p>Culture</p>

Knowledge about music	<p>Keep a steady pulse, play simple repeating rhythms, listen to a variety of music and express an opinion. Duration. Rhythmic patterns and notation</p> <p>Step 1 Developing notation Step 2 Enjoying improvisation</p>	<p>Begin to recognise different instrument families, aurally identify simple rhythm patterns, sing a wider range of songs. Duration.</p> <p>Step 3 Composing using your imagination Step 4 Sharing musical experiences</p>	<p>Play simple melodic patterns, improvise short patterns, create and develop musical ideas.</p> <p>Step 5 Learning more about musical styles Step 6 Recognising different sounds</p>
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Milestone	Perform and describe	Describe, perform, transcribe, compose	Describe, perform, transcribe, compose
Music through topic	Recorders	Air (BMC)	Junk Percussion (BMC)
Year 4 Listening	<p>Rock and roll Elvis, The Rolling Stones. Led Zeppelin, Deep Purple</p> <p>Grazyna Bacewicz Overture (BBC trailblazers -In 1943 it was very unusual for women to be composers. Grażyna Bacewicz not only broke new ground as a female composer in Poland, she continued to write music while war threatened to destroy her country).</p> <p>Possibilities</p>	<p>Electronic music Chemical Brothers, David Guetta</p> <p>Anna Meredith ‘Connect it’ She writes electronic and acoustic music. This piece doesn’t feature any instruments at all!</p> <p>Anna Clyne ‘Night Ferry’ –her talent for music was obvious early on - she completed her first composition at just 11 years old! Since then she has become one of the best-known female composers of the day.</p> <p>Possibilities</p>	<p>Indian music Arijit Singh –Bollywood Around the world Naxos -INDIA – Dance of praise to Krishna, Sarangi, Vinas</p> <p>Ravi Shanker –eg Symphony (BBC trailblazers) Hindustani classical music</p> <p>Diversity</p>
Knowledge about Music	<p>Keep a steady pulse and respond to changes, listen with concentration to a variety of music, sing increasingly complex songs.</p> <p>Step 1 interesting time signatures Step 2 Combining elements to make music</p>	<p>Recognise different instrument families, play a variety of rhythm patterns, demonstrate increasing control when playing.</p> <p>Step 3 Developing pulse and groove through improvisation Step 4 Creating simple melodies together</p>	<p>Improvise rhythmic and melodic phrases, compose music for a range of purposes.</p> <p>Step 5 Connecting notes and feelings Step 6 Purpose, identity and expression in music</p>
Milestone	Perform and describe	Describe, perform, transcribe	Describe, perform, transcribe, compose

Music through topic	Scottish reels and sea shanties	Vikings BBC school radio	Indian Music BMC
Year 5 Listening	<p>Victorian music – Mendelssohn ‘The Hebrides op 26’ (He became Queen Victoria’s favourite composer and Prince Albert was his pupil)</p> <p>Brahms ‘Symphony no 3 in F major’ and Hungarian dance no 5</p> <p>Schumann - Arabesque in C major</p> <p>Culture</p>	<p>Pop music</p> <p>Eg Sam Smith</p> <p>Little Mix –</p> <p>Gabriel Prokofiev – Concerto for Turntables and Orchestra (5th movement). Grandson of Sergei Prokofiev Started making Hip-Hop and Garage music. He was initially reluctant to write 'classical' music for fear of being compared to his granddad.</p> <p>Possibilities</p>	<p>Ballet</p> <p>Stravinsky -Firebird</p> <p>Tchaikovsky The Nutcracker</p> <p>Prokofiev –Romeo and Juliet</p> <p>Mozart - Horn Concerto No. 4</p> <p>Culture</p>
Knowledge about music	<p>Aurally identify rhythm patterns and recognise and understand their formal notation symbols, improvise longer rhythmic phrases.</p> <p>Step 1 Getting started with music tech</p> <p>Step 2 Emotions and musical styles</p>	<p>Compose music using a range of devices, recognise the sounds of some individual instruments, play as part of an ensemble.</p> <p>Step 3 Exploring key and time signatures</p> <p>Step 4 Introducing chords</p>	<p>Confidently control changes when playing, sing a wide range of songs, recognise different metres.</p> <p>Step 5 Words, meaning and expression</p> <p>Step 6 Identifying important musical elements</p>
Milestone	Perform and describe Transcribe	Describe, perform, transcribe, compose	Describe, perform, transcribe, compose
Music through topic	Victorians –MC	Canals – English folk songs	Clog Dance –Classroom 200
Year 6 Listening	<p>1940’s music (The Blitz) Big Band and Homefront music</p> <p>Glen Miller Orchestra</p> <p>Vera Lynn</p> <p>Frank Sinatra, Ella Fitzgerald, the Andrews Sisters and Bing Crosby</p> <p>John Adams - Short Ride in a Fast Machine</p> <p>Culture</p>	<p>Jazz music</p> <p>Duke Ellington</p> <p>Louis Armstrong</p> <p>Miles Davies</p> <p>Charlie Parker</p> <p>George Gershwin Rhapsody in Blue</p> <p>Aaron Copeland Fanfare for the Common Man</p> <p>Culture</p>	<p>Music for screen and film</p> <p>BBC 10 pieces –</p> <p>Delia Derbyshire -Theme to Doctor Who</p> <p>John Williams -Harry Potter and the Sorcerer’s Stone</p> <p>Hans Zimmer –Gladiator</p> <p>Culture</p>

Knowledge about music	<p>Aurally identify extended rhythm patterns and recognise and understand their formal notation symbols, improvise longer rhythmic phrases with confidence and control.</p> <p>Step 1 Developing melodic phrases Step 2 Understanding structure and form</p>	<p>Compose music for different purposes, begin to recognise the characteristics of different styles of music, play melodic and rhythmic parts as part of an ensemble.</p> <p>Step 3 Gaining confidence through performance Step 4 Exploring notation further</p>	<p>Experience staff notation of pitch, sing with confidence and expression, play confidently with fluency and expression.</p> <p>Step 5 Using chords and structure Step 6 Respecting others through composition</p>
Milestone	Describe, perform, transcribe	Describe, perform, transcribe, compose	Describe, perform, transcribe, compose
Music through topic	Britain since 1930 MC, WW2	Samba BMC	Chronology BMC