



Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Music and movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Musical stories A unit based on traditional children's tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.	Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
Year 1	Pulse and rhythm (Theme: All about me) Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities. 1. To use my voice and hands to make music 2. To clap and play in time to the music.	Tempo (Theme: Snail and mouse) Using voices, bodies and instruments to listen and respond to different pieces of music. Learning and performing a rhyme and song with a focus on tempo. 1. To explore using voices and bodies expressively. 2. To practice a rhyme using fast and slow beats on instruments. 3. To use voices to perform a song with a fast and slow beat. 4. To use singing voices and an instrument to	Musical vocabulary (Theme: Under the sea) Exploring key musical vocabulary, through making visits to underwater worlds and a coral reef. Listening and moving to different types of sea themed music. 1. To learn the musical vocabulary: pulse and tempo. 2. To explain what dynamics and timbre are. 3. To explain what pitch and rhythm are.	Timbre and rhythmic patterns (Theme: Fairy tales) Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns. 1. To use voices expressively to speak and chant 2. To select suitable instrumental sounds to represent a character	Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting. 1. To understand the concept of pitch 2. To create a pattern using two pitches 3. To understand the concept of tempo	Vocal and body sounds: (Theme: By the sea) Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments. 1. To understand that music can be used to represent an environment 2. To understand how music can represent

	3. To play simple rhythms on an instrument. 4. To listen to and repeat short rhythmic patterns. 5. To understand the difference between pulse and rhythm.	perform a song with a fast and slow beat. 5. To demonstrate fast and slow beats within the context of a story.	4. To explain what texture and structure are. 5. To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.	3. To compose and play a rhythm 4. To recognise how timbre is used to represent characters in a piece of music 5. To keep the pulse using untuned instruments	4. To create a superhero theme tune 5. To perform confidently as part of a group	changes in an environment 3. To select instruments to match seaside sounds 4. To recognise and use dynamics and tempo 5. To write music down and perform from a graphic score
Year 2	West African call and response song (Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms. 1. To create short sequences of sound. 2. To copy a short rhythm. 3. To learn a traditional song from Ghana.	Orchestral instruments (Theme: Traditional stories) Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action. 1. To listen to and analyse an orchestral version of a traditional story 2. To listen to and analyse a film musical version of a traditional story 3. To select appropriate sounds to match events, characters and feelings in a story 4. To write a play script and select appropriate	Musical me Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody. 1. To sing and play an instrument at the same time. 2. To choose and play appropriate dynamics and timbres for a piece of music. 3. To use musical notation to play melodies.	Dynamics, timbre, tempo and motifs (Theme: Space) Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs. 1. To create a simple soundscape for effect 2. To listen for and recognise some basic elements of music 3. To compare two pieces of music 4. To be able to create short sequences of sound	On this island: British songs and sounds Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes. 1. To learn about the music of the British Isles 2. To learn about the music of the British Isles and create music of our own 3. To learn about the music of the British Isles and create music of our own	Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning to create music through the use of a graphic score. 1. To create a rhythm 2. To show structure on a graphic score 3. To write a graphic score to show texture 4. To compose a piece of music with a given structure 5. To perform a group composition

	4. To create rhythms based on call and response. 5. To add dynamics (volume) to a structure of rhythms.	musical sounds to accompany it 5. To perform a story script with accompanying music	4. To use letter notation to write my own melody. 5. To use timbre and dynamics in musical composition.	5. To be able to create short sequences of sound and perform with accuracy	4. To compose a piece of music as part of a group 5. To evaluate and improve a group composition	
Year 3	<p>Ballads Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p> <ol style="list-style-type: none"> To use musical vocabulary to explain the stylistic features of a ballad. To explore how actions can impact performance. To plan a musical structure inspired by a story. To create lyrics that match a melody. To show awareness of 	<p>Creating compositions in response to an animation (Theme: Mountains) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.</p> <ol style="list-style-type: none"> To tell a story from a piece of music through movement To create a soundscape using percussion instruments To create a range of sounds to accompany a story To compose and perform a rhythm to accompany a story To compose and notate a short melody to accompany a story 	<p>Developing singing Technique (Theme: The Vikings) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p> <ol style="list-style-type: none"> To sing in time with others. To sing in time with others. To recognise simple rhythmic notation by ear and by sight. To use simple rhythmic notation to compose a Viking battle song. To perform music with confidence and discipline. 	<p>Pentatonic melodies and composition (Theme: Chinese New Year) Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p> <ol style="list-style-type: none"> To learn about the music used to celebrate the Chinese New Year festival To play a pentatonic melody To write and perform a pentatonic melody To perform a group composition To perform a piece of music as a group 	<p>Jazz Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p> <ol style="list-style-type: none"> To sing and clap a syncopated rhythm for a ragtime style song To improvise a call and response To be able to scat sing using the call and response format To create a jazz motif To create a jazz motif 	<p>Traditional instruments and improvisation (Theme: India) Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p> <ol style="list-style-type: none"> To explain an opinion of Indian music To be able to improvise using given notes To be able to improvise using given notes To create a piece of music using a drone, rag and tal To perform a piece of music

	style, structure and features to perform a ballad.					using musical notation
Year 4	<p>Body and tuned percussion (Theme: Rainforests) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p> <ol style="list-style-type: none"> 1. To identify structure and texture in music. 2. To use body percussion. 3. To create musical rhythms using body percussion. 4. To create simple tunes. 5. To build and improve a composition. 	<p>Rock and roll Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.</p> <ol style="list-style-type: none"> 1. To understand the history of rock and roll music 2. To be able to perform with a sense of style 3. To play a walking bass line on tuned percussion 4. To be able to play a rock and roll bass line 5. To be able to play a rock and roll piece of music 	<p>Changes in pitch, tempo and dynamics (Theme: Rivers) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <ol style="list-style-type: none"> 1. To sing in two parts using expression and dynamics 2. To recognise key elements of music 3. To perform a vocal ostinato 4. To create and perform an ostinato 5. To improve and perform a piece of music based around ostinatos 	<p>Haiku, music and performance (Theme: Hanami) Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.</p> <ol style="list-style-type: none"> 1. To describe the festival of Hanami using words and sounds 2. To represent a blossom tree using sounds 3. To identify different musical features 4. To work as a group to create a piece of music to celebrate Hanami 5. To perform a piece of music to celebrate Hanami 	<p>Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.</p> <ol style="list-style-type: none"> 1. To recognise and identify the main features of samba music 2. To understand and play syncopated rhythms 3. To play syncopated rhythms as part of a group 4. To compose a basic rhythmic break 5. To perform rhythmic breaks within the samba piece 	<p>Adapting and transposing motifs (Theme: Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p> <ol style="list-style-type: none"> 1. To sing in tune and in time 2. To understand what a musical motif is 3. To compose and notate a motif 4. To develop and transpose a musical motif 5. To combine and perform different versions of a musical motif
Year 5	<p>Composition notation (Theme: Ancient Egypt) Identifying the pitch and rhythm of written</p>	<p>Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-</p>	<p>South and West Africa Learning 'Shosholoz', a traditional South African song, playing the accompanying</p>	<p>Composition to represent the festival of colour (Theme: Holi festival) Exploring the associations between music, sounds</p>	<p>Looping and remixing Learning how dance music is created, focusing particularly on the use of loops, and</p>	<p>Musical theatre An introduction to musical theatre, learning how singing, acting and dancing</p>

	<p>notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.</p> <ol style="list-style-type: none"> 1. To sing with accuracy, fluency, control, and expression 2. To explore and use different forms of notation 3. To understand note length 4. To read simple pitch notation 5. To use hieroglyphs and stave notation to write a piece of music 	<p>bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.</p> <ol style="list-style-type: none"> 1. To know the key features of Blues music 2. To play the first line of the 12-bar Blues 3. To be able to play the 12-bar Blues 4. To be able to play the Blues scale 5. To be able to improvise with notes from the Blues scale 	<p>chords using tuned percussion and learning to play the djembe and some dance moves.</p> <ol style="list-style-type: none"> 1. To sing a traditional African song unaccompanied 2. To use tuned percussion to play a chord progression 3. To use vocals or tuned percussion to perform a piece of music as an ensemble 4. To play call and response rhythms using percussion instruments 5. To create an eight-beat break to play within a performance 	<p>and colour, composing and, as a class and performing their own musical composition to represent Holi.</p> <ol style="list-style-type: none"> 1. To understand that music can be represented with colours 2. To represent a piece of music as a graphic score 3. To create a vocal composition based on a picture 4. To create a piece of music inspired by a single colour 5. To work as a group to perform a piece of music 	<p>learning how to play a well-known song before putting a dance music spin on it to create their own versions.</p> <ol style="list-style-type: none"> 1. To be able to play a simple looped rhythm from notation 2. To create a piece of music using prewritten loops 3. To be able to play a melody line accurately and fluently 4. To select a section of a tune and perform it as a loop 5. To combine loops to create a remix 	<p>can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.</p> <ol style="list-style-type: none"> 1. To understand the history of musical theatre 2. To identify character songs and action songs 3. To create a musical theatre scene 4. To rehearse a musical theatre scene 5. To perform a musical theatre scene
Year 6	<p>Dynamics, pitch and Tempo (Theme: Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p> <ol style="list-style-type: none"> 1. To appraise the work of a classical 	<p>Songs of WW2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> <ol style="list-style-type: none"> 1. To use musical vocabulary to identify features of different eras of music 	<p>Film music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> <ol style="list-style-type: none"> 1. To appraise different musical 	<p>Theme and variations (Theme: Pop Art) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments</p> <ol style="list-style-type: none"> 1. To explore the musical concept of theme and variations 	<p>Baroque Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.</p>	<p>Composing and performing a Leavers' Song Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing</p>

	<p>composer (Felix Mendelssohn).</p> <ol style="list-style-type: none"> To improvise as a group, using dynamics and pitch. To improvise as a group, using texture. To use knowledge of dynamics, texture and pitch to create a group composition. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. 	<ol style="list-style-type: none"> To improve accuracy in pitch and control, singing with expression and dynamics To identify pitches within an octave when singing To use knowledge of pitch to develop confidence when singing in parts To be able to notate a melody using pitches up to an octave 	<p>features in a variety of film contexts</p> <ol style="list-style-type: none"> To identify and understand some composing techniques in film music To use graphic scores to interpret different emotions in film music To create and notate musical ideas and relate them to film music To play a sequence of musical ideas to convey emotion 	<ol style="list-style-type: none"> To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' To use complex rhythms to be able to perform a theme To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time To use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms. 	<ol style="list-style-type: none"> To understand the importance of Monteverdi in the history of opera. To read and play a canon from staff notation. To demonstrate an understanding of Baroque music features when composing. To combine knowledge of staff notation and aural awareness to play a fugue. To apply their understanding of fugue structure when performing with others. 	<p>track and composing melodies.</p> <ol style="list-style-type: none"> To listen to and describe music To write lyrics for a song To organise lyrics into a song structure To use vocal improvisation and known melodies against a backing track To compose a melody To compose a verse melody
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