# Music

## Long-term plan

Standard

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# Suggested long-term plan: Music

Overview (All year groups)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| EYFS | Exploring sound | Celebration music | Music and movement | Musical stories | Transport | Big band |
| Year 1 | My favourite things: Keeping the pulse | Snail and mouse: Tempo | Seaside: Dynamics | Fairytales: Sound patterns | Superheroes: Pitch | Under the sea: Musical symbols |
| Year 2 | Animals: Call and response | Musical storytelling: Instruments | On this island: Singing | Space: Contrasting dynamics | Myths and legends: Structure | Musical me: Pitch |
| Year 3 | Ballads | Creating compositions in response to an animation (Theme: Mountains) | Developing singing technique (Theme: the Vikings) | Pentatonic melodies and composition (Theme: Chinese New Year) | Jazz | Traditional instruments and improvisation (Theme: India) |
| Year 4 | Body and tuned percussion (Theme: Rainforests) | Rock and roll | Changes in pitch, tempo and dynamics (Theme: Rivers) | Haiku, music and performance (Theme: Hanami festival) | Samba and carnival sounds and instruments (Theme: South America) | Adapting and transposing motifs (Theme: Romans) |
| Year 5 | Composition notation (Theme: Ancient Egypt) | Blues | South and West Africa | Composition to represent the festival of colour (Theme: Holi festival) | Looping and remixing | Musical theatre |
| Year 6 | Dynamics, pitch and texture (Theme: Coast) | Songs of World War 2 | Film music | Theme and variations (Theme: Pop Art) | Baroque | Composing and performing a Leavers' song |

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# Suggested long-term plan: Music

Overview - EYFS

## EYFS

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|---|---|---|---|
| Autumn 1 | **Exploring sound**<br>5 lessons<br>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment. | Autumn 2 | **Celebration music**<br>5 lessons<br>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. |
| Spring 1 | **Music and movement**<br>5 lessons<br>Creating simple actions to well-known songs, the children learn how to move to a beat and express feelings and emotions through movement to music. | Spring 2 | **Musical stories**<br>5 lessons<br>Moving to music using instructions and changing movements to match the tempo, pitch or dynamics. The children recognise that music and instruments can convey moods or represent characters and play instruments as part of a group story. |
| Summer 1 | **Transport**<br>5 lessons<br>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments. The children identify tempo changes and understand how symbols can represent sound. | Summer 2 | **Big band**<br>5 lessons<br>Exploring what makes a musical instrument and how instruments are grouped into different families. Pupils develop their sense of beat using untuned percussion instruments before performing a song to a small audience. |

# Suggested long-term plan: Music

Overview - Key stage 1

## Year 1

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|---|---|---|---|
| Autumn 1 | **My favourite things: Keeping the pulse**<br>5 lessons<br>Learning how to keep a steady pulse, pupils take part in music and movement activities inspired by their favourite things. They move to the beat of the music while expressing and responding to objects and experiences that are meaningful to them. | Autumn 2 | **Snail and mouse: Tempo**<br>5 lessons<br>Using voices, bodies and instruments to listen and respond to different pieces of music, pupils learn and perform a rhyme and song with a focus on tempo. Through the adventures of the snail and mouse, they explore how tempo can help shape a musical story. |
| Spring 1 | **Seaside: Dynamics**<br>5 lessons<br>Exploring the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion instruments, vocal sounds and body percussion. They vary dynamics to create contrasts between loud and soft sounds. | Spring 2 | **Fairytales: Sound patterns**<br>5 lessons<br>Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound patterns linked to different characters, then use these patterns to retell the stories through sound and movement. |
| Summer 1 | **Superheroes: Pitch**<br>5 lessons<br>Exploring pitch by identifying high and low notes and listening to contrasting musical sounds. Pupils experiment with combining different pitches to compose a simple superhero melody that reflects the character's personality and actions. | Summer 2 | **Under the sea: Musical symbols**<br>5 lessons<br>Exploring the depths of the sea through music, movement, musical symbols and tuned percussion instruments. Pupils interpret musical symbols, translate visual cues into sound and use tuned percussion to represent the underwater world. |

# Suggested long-term plan: Music

Overview - Key stage 1

## Year 2

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|---|---|---|---|
| Autumn 1 | **Animals: Call and response**<br>5 lessons<br>Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and echo rhythmic ideas while responding to each other's chants to build musical communication and performance skills. | Autumn 2 | **Musical storytelling: Instruments**<br>5 lessons<br>Exploring longer pieces of music, pupils look at how music can tell a story through a variety of instruments. They think creatively, considering how sounds can represent characters, actions and emotions when creating a soundscape to tell the story of Jack and the Beanstalk. |
| Spring 1 | **On this island: Singing**<br>5 lessons<br>Identifying how music can represent different environments by singing songs and creating contrasting soundscapes. Pupils use instruments, body percussion and folk songs to evoke the atmosphere of three different landscapes. | Spring 2 | **Space: Contrasting dynamics**<br>5 lessons<br>Developing their understanding of contrasting dynamics, pupils listen to music inspired by planets and use these examples to create their own compositions. They explore how loud and soft sounds can represent the unique characteristics of different planets. |
| Summer 1 | **Myths and legends: Structure**<br>5 lessons<br>Investigating musical structure by listening to, analysing and performing a song based on a well-known myth. Pupils identify sections and sound patterns within the music before using voices and instruments to perform short musical phrases that help tell a story. | Summer 2 | **Musical me: Pitch**<br>5 lessons<br>Developing pitch awareness through learning the song 'Once a Man Fell in a Well' and recreating its melody using tuned instruments. Pupils connect sounds to specific pitches and begin to understand how simple symbols can be used to represent musical notation. |

# Suggested long-term plan: Music

Overview - Lower key stage 2

## Year 3

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| Autumn 1 | **Ballads**<br>5 lessons<br>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. | Autumn 2 | **Creating compositions in response to an animation (Theme: Mountains)**<br>5 lessons<br>Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture. |
| Spring 1 | **Developing singing technique (Theme: the Vikings)**<br>5 lessons<br>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. | Spring 2 | **Pentatonic melodies and composition (Theme: Chinese New Year)**<br>5 lessons<br>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies. |
| Summer 1 | **Jazz**<br>5 lessons<br>Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm. | Summer 2 | **Traditional instruments and improvisation (Theme: India)**<br>5 lessons<br>Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class. |

# Suggested long-term plan: Music

Overview - Lower key stage 2

## Year 4

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| Autumn 1 | **Body and tuned percussion (Theme: Rainforests)**<br>5 lessons<br>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer. | Autumn 2 | **Rock and roll**<br>5 lessons<br>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class. |
| Spring 1 | **Changes in pitch, tempo and dynamics (Theme: Rivers)**<br>5 lessons<br>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. | Spring 2 | **Haiku, music and performance (Theme: Hanami festival)**<br>5 lessons<br>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance. |
| Summer 1 | **Samba and carnival sounds and instruments (Theme: South America)**<br>5 lessons<br>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. | Summer 2 | **Adapting and transposing motifs (Theme: Romans)**<br>5 lessons<br>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. |

# Suggested long-term plan: Music

Overview - Upper key stage 2

## Year 5

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|---|---|---|---|
| Autumn 1 | **Composition notation (Theme: Ancient Egypt)**<br>5 lessons<br>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation. | Autumn 2 | **Blues**<br>5 lessons<br>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing. |
| Spring 1 | **South and West Africa**<br>5 lessons<br>Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety. | Spring 2 | **Composition to represent the festival of colour (Theme: Holi festival)**<br>5 lessons<br>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil. |
| Summer 1 | **Looping and remixing**<br>5 lessons<br>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops. | Summer 2 | **Musical theatre**<br>5 lessons<br>Children learn how singing, acting, and dancing combine to create an overall performance. |

# Suggested long-term plan: Music

Overview - Upper key stage 2

## Year 6

| | | | |
|---|---|---|---|
| Autumn 1 | **Dynamics, pitch and texture (Theme: Coast)**<br>5 lessons<br>Exploring ‘Fingal’s Cave’ by Felix Mendelssohn and further developing improvisation and composition skills. | Autumn 2 | **Songs of World War 2**<br>5 lessons<br>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. |
| Spring 1 | **Film music**<br>5 lessons<br>Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film. | Spring 2 | **Theme and variations (Theme: Pop Art)**<br>5 lessons<br>Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments. |
| Summer 1 | **Baroque**<br>5 lessons<br>*New* unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work. | Summer 2 | **Composing and performing a Leavers’ song**<br>6 lessons<br>Children spend the topic creating their very own leavers’ song personal to their experiences as a class. |