



Music long-term plan EYFS

Development Matters:

Children in Reception will be learning to:

- 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.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Watch and talk about dance and performance art, expressing their feelings and responses.

| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--|--|---|--|--|--|
| | Exploring sound | Celebration music | Music and movement | Musical stories | Transport | Big Band |
| | <i>By the end of this unit, children will:</i> <ul style="list-style-type: none">• Understand how to listen carefully and talk about what I hear.• Know that sounds can be copied by my voice, body percussion and instruments.• Understand that instruments can be played loudly or softly. | <i>By the end of this unit, children will:</i> <ul style="list-style-type: none">• Know that there are special songs we can sing to celebrate events.• Understand that my voice or an instrument can match an action in a song.• Recognise that different sounds can be long or short. | <i>By the end of this unit, children will:</i> <ul style="list-style-type: none">• Know that the beat is the steady pulse of a song.• Recognise music that is 'fast' or 'slow.'• Understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. | <i>By the end of this unit, children will:</i> <ul style="list-style-type: none">• Understand that a piece of music can tell a story with sounds.• Know that different instruments can sound like a particular character.• Understand what 'high' and 'low' notes are. | <i>By the end of this unit, children will:</i> <ul style="list-style-type: none">• Recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).• Know that the beat is the steady pulse of a song.• Recognise music that is 'fast' or 'slow.' | <i>By the end of this unit, children will:</i> <ul style="list-style-type: none">• Know that an orchestra is a big group of people playing a variety of instruments together.• Know that music often has more than one instrument being played at a time.• Understand that performing means playing a finished piece of music for an audience. |



Key Stage One

| Year 1 Owls | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|--|---|--|---|--|---|
| | Keeping the pulse (My favourite things) | Tempo (Snail and mouse) | Dynamics (Seaside) | Sound patterns (Fairy tales) | Pitch (Superheroes) | Musical Symbols (Under the sea) |
| | Children explore keeping the pulse together through music and movement, by exploring their favourite things. | Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow. | Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas. | Through fairy tales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairy tale. | Learning how to identify high and low notes and to compose a simple tune to represent a superhero. | Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds. |
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| Year 2 Swallows | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|---|---|---|--|---|--|
| | Call and Response (Animals) | Instruments (Musical storytelling) | Singing (On this island) | Contrasting dynamics (Space) | Structure (Myths and legends) | Pitch (Musical me) |
| | Using instruments to represent animals, copying rhythms and creating call and response rhythms. | Children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo. | Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city. | Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets. | Developing an understanding of structure by exploring and ordering rhythms. | Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch. |



Lower Key Stage Two

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 / 4 Golden Eagles | South Africa (tuned percussion instrumental unit) | Developing singing technique (The Vikings) | Caribbean (tuned percussion instrumental unit) | Rainforests (body and tuned percussion) | Jazz | Adapting and transposing motifs (The Romans) |
| | Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills. | Children learn how to sing as a team; recognising rhythmic notations by sight and by ear; add appropriate sound effects with untuned percussion, and perform confidently. | Learning about the history and features of calypso music, performing a calypso-style song with voices and tuned percussion in multiple parts and playing from staff notation. | Children learn to identify the structure and texture of music, including recognising the many layers of music that may be present, including contrasting simultaneous rhythms and differing melodies. | Children learn and perform the features of jazz music, including ragtime, swung quavers, syncopation and improvisation. | Children learn an to identify musical motifs aurally, and play similar repeated patterns themselves; also includes the creation of their own motifs, featuring sharp and flat notes and rhythm changes with creative licence. |

N.B. The above is the Kapow mixed-age Year 3/4 Cycle A.



Upper Key Stage Two

| Year 5 Heron | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|---|---|--|---|--|
| | Composition notation (Ancient Egypt) | Blues | South and West Africa | Composition to represent the festival of colour (Holi festival) | Looping and remixing | Musical theatre |
| | Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation | Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing | Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves. | Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi. | Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions. | An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects. |
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| Year 6 Merlin | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Dynamics, pitch and texture (Fingal's Cave) | Songs of WW2 | Film music | Theme and variations (Pop Art) | Baroque | Composing and performing a Leavers' song |
| | Appraising the work of Mendelssohn and further developing the skills of improvisation and composition. | 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 | Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. | Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments | 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. | 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 |



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| | | | | | | backing track and composing melodies. |
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Overview

| Year | 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 | Keeping the pulse (My favourite things) | Tempo (Snail and mouse) | Dynamics (Seaside) | Sound patterns (Fairy tales) | Pitch (Superheroes) | Musical Symbols (Under the sea) |
| Year 2 | Call and Response (Animals) | Instruments (Musical storytelling) | Singing (On this island) | Contrasting dynamics (Space) | Structure (Myths and legends) | Pitch (Musical me) |
| Year 2 Active Listening | Music for children | Classical / Romantic's greatest hits | Pop's greatest hits | | Indian classical music / bhangra | Music of Asia |
| Year 3 / 4 | South Africa (tuned percussion instrumental unit) | Developing singing technique (The Vikings) | Caribbean (tuned percussion instrumental unit) | Rainforests (body and tuned percussion) | Jazz | Adapting and transposing motifs (The Romans) |
| Year 3 / 4 Active Listening | Baroque / Classical | 2000s Pop | Music of the Caribbean | Opera / Romantic | Jazz / Easy listening | 1960s Pop / rock |
| Year 5 | Composition notation (Ancient Egypt) | Blues | South and West Africa | Composition to represent the festival of colour (Holi festival) | Looping and remixing | Musical theatre |
| Year 5 Active Listening | Medieval / Renaissance | Blues / early Rock'n'roll | Country / folk | Rap / Hip-hop | Music of Latin America | Musical theatre |
| Year 6 | Dynamics, pitch and texture (Fingal's Cave) | Songs of WW2 | Film music | Theme and variations (Pop Art) | Baroque | Composing and performing a Leavers' song |



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| Year 6 Active Listening | | 20th Century (classical) | Music hall | Film music | EDM (electronic dance music) | Rock and metal | Video game music |
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