



## 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.

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



## 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)
	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.	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.	Combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.

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.	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
<b>Year 3</b>	<b>Ballads</b>	<b>Creating composition in response to an animation (Mountains)</b>	<b>Developing singing technique (Vikings)</b>	<b>Pentatonic melodies and composition (Chinese New Year)</b>	<b>Jazz</b>	<b>Traditional instruments and improvisation (India)</b>
<b>Golden Eagles</b>	Learn about the unique features of ballads, including singing and performing; write lyrics to perform a new ballad.	Verbalise how music makes them feel; create appropriate actions/movements to music; compose and play melodies and rhythms to accompany an animation.	Sing effectively as a team, following lyrics; recognise rhythms, including crotchet/quaver/minim notation; use untuned percussion to add sound effects.	Match movements to music; accurately notate and play a pentatonic melody; play their part in a composition; work as a group to perform a piece of music.	Explore jazz and ragtime; play and sing offbeat (syncopation); play a call and improvise a response; compose and play a jazz motif, including swung quavers.	Understand, improvise respond to and accompany rags, drones and tals; sing accurately from musical notation and lyrics; sing and play in time with others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	<b>Body and tuned percussion (Rainforests)</b>	<b>Rock and roll</b>	<b>Changes in pitch, tempo and dynamics (Rivers)</b>	<b>Haiku, music and performance (Hanami Festival)</b>	<b>Samba and carnival sounds and instruments (South America)</b>	<b>Adapting and transposing motifs (Romans)</b>
<b>Golden Eagles</b>	Explore and identify structure and layers within music; have two contrasting rhythms/melodies being played together in group compositions.	Learn the hand jive actions sequence, the walking bass sequence, and other rock'n'roll features such as downbeats, and sharps and flats.	Sing in tune and in harmony with others; explain how music makes them feel using musical terminology; perform, compose and record vocal ostinatos.	Write a suitable haiku poem; setting it to their composed music in a group.	Explore and identify samba music; play on the offbeat (syncopation); play rhythms and solo breaks in time with their groups, and the wider class.	Sing effectively and in time and tune with others; learn motifs, both through singing and playing on tune percussion; transpose their motif using sharp and flat notes as appropriate.



## Upper Key Stage Two

<b>Year 5</b>  <b>Hérons</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Composition notation</b> (Ancient Egypt)	<b>Blues</b>	<b>South and West Africa</b>	<b>Composition to represent the festival of colour</b> (Holi festival)	<b>Looping and remixing</b>	<b>Musical theatre</b>
	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.
<b>Year 6</b>  <b>Merlins</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Dynamics, pitch and texture</b> (Fingal's Cave)	<b>Songs of WW2</b>	<b>Film music</b>	<b>Theme and variations</b> (Pop Art)	<b>Baroque</b>	<b>Composing and performing a Leavers' song</b>
	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 backing track and composing melodies.



## Active Listening Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	The 1950s
Year 3	Ballads	Creating composition in response to an animation (Mountains)	Developing singing technique (Vikings)	Pentatonic melodies and composition (Chinese New Year)	Jazz	Traditional instruments and improvisation (India)
Year 3 Active Listening	Funk and soul	Rock and metal	R&B (and other MOBO)	Medieval / Renaissance / Baroque	Jazz / Easy listening	The 1960s
Year 4	Body and tuned percussion (Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Rivers)	Haiku, music and performance (Hanami Festival)	Samba and carnival sounds and instruments (South America)	Adapting and transposing motifs (Romans)
Year 4 Active Listening	Funk and soul	Rock and metal	R&B (and other MOBO)	Medieval / Renaissance / Baroque	Jazz / Easy listening	The 1960s
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	Opera / Romantic	Country / folk	Rap / Hip-hop	The 2000s	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
Year 6 Active Listening	Film music	The 1970s	20 <sup>th</sup> Century (classical)	The 1980s	EDM (electronic dance music)	Pupil choice