

# 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 | Keeping the pulse<br>(Theme: My favourite things) | Tempo (Theme: Snail and mouse)  | Dynamics (Theme: Seaside)                               | Sound patterns (Theme: Fairytales)                               | Pitch (Theme: Superheroes)  | Musical symbols<br>(Theme: Under the sea)                   |
| Year 2 | Call and response<br>(Theme: Animals)             | Instruments (Theme: Musical storytelling)                               | Singing (Theme: On this island)                         | Contrasting dynamics<br>(Theme: Space)                           | Structure (Theme: Myths and legends)                                | Pitch (Theme: Musical me)                                   |
| Year 3 | Ballads   | Creating compositions in response to an animation<br>(Theme: Mountains) | Developing singing technique<br>(Theme: the Vikings)    | Pentatonic melodies and composition<br>(Theme: Chinese New Year) | Jazz  | Traditional instruments and improvisation<br>(Theme: India) |
| Year 4 | Body and tuned percussion<br>(Theme: Rainforests) | Rock and roll   | Changes in pitch, tempo and dynamics<br>(Theme: Rivers) | Haiku, music and performance<br>(Theme: Hanami festival)         | Samba and carnival sounds and instruments<br>(Theme: South America) | Adapting and transposing motifs<br>(Theme: Romans)          |

|        | Autumn 1                                    | Autumn 2             | Spring 1              | Spring 2   | Summer 1             | Summer 2                                 |
|--------|---|----------------------|-----------------------|--|----------------------|--|
| 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 |

# Suggested long-term plan: Music

## Overview - EYFS

### EYFS

|                 |  |                 |   |
|-----------------|--|-----------------|---|
| <b>Autumn 1</b> | <p><u>Exploring sound</u></p> <p>5 lessons</p> <p>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.</p> | <b>Autumn 2</b> | <p><u>Celebration music</u></p> <p>5 lessons</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>                          |
| <b>Spring 1</b> | <p><u>Music and movement</u></p> <p>5 lessons</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>                                | <b>Spring 2</b> | <p><u>Musical stories</u></p> <p>5 lessons</p> <p>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>  |
| <b>Summer 1</b> | <p><u>Transport</u></p> <p>5 lessons</p> <p>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>        | <b>Summer 2</b> | <p><u>Big band</u></p> <p>5 lessons</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> |

# Suggested long-term plan: Music

## Overview - Key stage 1

### Year 1

|                 |   |                 |  |
|-----------------|---|-----------------|--|
| <b>Autumn 1</b> | <p><u>Keeping the pulse (Theme: My favourite things)</u></p> <p>6 lessons</p> <p>In this unit, children explore keeping the pulse together through music and movement, by exploring their favourite things.</p> | <b>Autumn 2</b> | <p><u>Tempo (Theme: Snail and mouse)</u></p> <p>6 lessons</p> <p>In this unit, children 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 focusing on fast and slow.</p>                               |
| <b>Spring 1</b> | <p><u>Dynamics (Theme: Seaside)</u></p> <p>6 lessons</p> <p>In this unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>    | <b>Spring 2</b> | <p><u>Sound patterns (Theme: Fairytales)</u></p> <p>6 lessons</p> <p>This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p> |
| <b>Summer 1</b> | <p><u>Pitch (Theme: Superheroes)</u></p> <p>6 lessons</p> <p>This unit helps the children learn to identify high and low notes and to compose a simple tune to represent a superhero.</p>                       | <b>Summer 2</b> | <p><u>Musical symbols (Theme: Under the sea)</u></p> <p>6 lessons</p> <p>In this unit, the children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>                               |

# Suggested long-term plan: Music

## Overview - Key stage 1

### Year 2

|                 |   |                 |  |
|-----------------|---|-----------------|--|
| <b>Autumn 1</b> | <p><u>Call and response (Theme: Animals)</u></p> <p>6 lessons</p> <p>In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms.</p>             | <b>Autumn 2</b> | <p><u>Instruments (Theme: Musical storytelling)</u></p> <p>6 lessons</p> <p>This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>                      |
| <b>Spring 1</b> | <p><u>Singing (Theme: On this island)</u></p> <p>6 lessons</p> <p>In this unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.</p> | <b>Spring 2</b> | <p><u>Contrasting dynamics (Theme: Space)</u></p> <p>6 lessons</p> <p>This unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p> |
| <b>Summer 1</b> | <p><u>Structure (Theme: Myths and legends)</u></p> <p>6 lessons</p> <p>This lesson helps the children develop an understanding of structure by exploring and ordering rhythms.</p>                            | <b>Summer 2</b> | <p><u>Pitch (Theme: Musical me)</u></p> <p>6 lessons</p> <p>In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p>              |

# Suggested long-term plan: Music

## Overview - Lower key stage 2

### Year 3

|                 |   |                 |   |
|-----------------|---|-----------------|---|
| <b>Autumn 1</b> | <p><u>Ballads</u></p> <p>6 lessons</p> <p>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.</p> | <b>Autumn 2</b> | <p><u>Creating compositions in response to an animation (Theme: Mountains)</u></p> <p>6 lessons</p> <p>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.</p> |
| <b>Spring 1</b> | <p><u>Developing singing technique (Theme: the Vikings)</u></p> <p>6 lessons</p> <p>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.</p>  | <b>Spring 2</b> | <p><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u></p> <p>6 lessons</p> <p>Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>  |

## Year 3

|                 |  |                 |  |
|-----------------|--|-----------------|--|
| <b>Summer 1</b> | <p><u>Jazz</u></p> <p>6 lessons</p> <p>Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.</p> | <b>Summer 2</b> | <p><u>Traditional instruments and improvisation</u><br/><u>(Theme: India)</u></p> <p>6 lessons</p> <p>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.</p> |
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# Suggested long-term plan: Music

Overview - Lower key stage 2

Year 4

|                        |   |                        |  |
|------------------------|---|------------------------|--|
| <p><b>Autumn 1</b></p> | <p><u>Body and tuned percussion (Theme: Rainforests)</u></p> <p>6 lessons</p> <p>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.</p>                | <p><b>Autumn 2</b></p> | <p><u>Rock and roll</u></p> <p>6 lessons</p> <p>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.</p>  |
| <p><b>Spring 1</b></p> | <p><u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u></p> <p>6 lessons</p> <p>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.</p> | <p><b>Spring 2</b></p> | <p><u>Haiku, music and performance (Theme: Hanami festival)</u></p> <p>6 lessons</p> <p>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.</p> |

## Year 4

|                 |  |                 |  |
|-----------------|--|-----------------|--|
| <b>Summer 1</b> | <p><u>Samba and carnival sounds and instruments</u><br/><u>(Theme: South America)</u></p> <p>6 lessons</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p> | <b>Summer 2</b> | <p><u>Adapting and transposing motifs (Theme: Romans)</u></p> <p>6 lessons</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p> |
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# Suggested long-term plan: Music

Overview - Upper key stage 2

Year 5

|                 |   |                 |  |
|-----------------|---|-----------------|--|
| <b>Autumn 1</b> | <p><u>Composition notation (Theme: Ancient Egypt)</u></p> <p>6 lessons</p> <p>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.</p>  | <b>Autumn 2</b> | <p><u>Blues</u></p> <p>6 lessons</p> <p>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.</p> |
| <b>Spring 1</b> | <p><u>South and West Africa</u></p> <p>6 lessons</p> <p>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.</p> | <b>Spring 2</b> | <p><u>Composition to represent the festival of colour (Theme: Holi festival)</u></p> <p>6 lessons</p> <p>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.</p>             |

## Year 5

|                 |   |                 |  |
|-----------------|---|-----------------|--|
| <b>Summer 1</b> | <u>Looping and remixing</u><br>6 lessons<br>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops. | <b>Summer 2</b> | <u>Musical theatre</u><br>6 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

|                 |  |                 |  |
|-----------------|--|-----------------|--|
| <b>Autumn 1</b> | <p><u>Dynamics, pitch and texture (Theme: Coast)</u></p> <p>6 lessons</p> <p>Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.</p> | <b>Autumn 2</b> | <p><u>Songs of World War 2</u></p> <p>6 lessons</p> <p>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> |
| <b>Spring 1</b> | <p><u>Film music</u></p> <p>6 lessons</p> <p>Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film.</p>          | <b>Spring 2</b> | <p><u>Theme and variations (Theme: Pop Art)</u></p> <p>6 lessons</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>                            |
| <b>Summer 1</b> | <p><u>Baroque</u></p> <p>6 lessons</p> <p>*New* unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.</p>      | <b>Summer 2</b> | <p><u>Composing and performing a Leavers' song</u></p> <p>7 lessons</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>  |