

Music – long term plan from EYFS to Year 6

**This is an interim long term plan for music whilst curriculum design is reviewed in Spring 2 2023**

**EYFS and KS1**

**\* indicates cross-curricular link**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2	
EYFS Vocab focus	High and low (pitch)	Long and short (duration)	Loud and soft (dynamics)	Fast and slow (tempo)	Instruments can sound different (timbre)	Instruments can be played together (texture)
Year 1	<p><b><u>Pulse and Rhythm*</u></b> <b><u>(All about me)</u></b> Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.</p>	<p><b><u>Musical Vocab</u></b> <b><u>(Under the sea)</u></b> Exploring key musical vocabulary, children explore pitches and rhythms. They choose instruments to represent sea creatures and perform a layer of music within an overall piece</p>	<p><b><u>Pitch and Tempo*</u></b> <b><u>(Superheroes)</u></b> 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.</p>	<p><b><u>Timbre and Rhythmic Patterns (Fairytale)</u></b> 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.</p>	<p><b><u>We are Composers: Vocal and Body Sounds (By the sea)</u></b> Creating movements and sounds (including body percussion) to represent seaside sounds and images. Creating a graphic score to depict the sounds they have chosen.</p>	

Year 2	<p><b><u>Musical Me</u></b>  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</p>	<p><b><u>Orchestral Instruments (Traditional Stories)</u></b>  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.</p>	<p><b><u>African Call and Response* (Animals)</u></b>  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.</p>	<p><b><u>Myths and Legends</u></b>  Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song</p>	<p><b><u>We are Composers: Dynamics, timbre, tempo and motifs (Space)</u></b>  Identifying dynamics, timbre, tempo and instruments in music and comparing pieces by the same composer. Composing and playing motifs and representing sounds using both creative and more formal scores.</p>
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## KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
Year 3	<p><b><u>Ballads</u></b></p> <p>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>	<p><b><u>Developing Singing Technique (Vikings)</u></b></p> <p>Developing singing technique; learning to keep in time, using musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p><b><u>Pentatonic Melodies and Composition* (Chinese New Year)</u></b></p> <p>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>	<p><b><u>Traditional Instruments and Improvisation* (India)</u></b></p> <p>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>	<p><b><u>We are Composers: Jazz, ragtime and scat!</u></b></p> <p>Learning about the origins of Jazz, describing features and changes in music and composing a Jazz piece using notation to record. Using vocabulary to describe and explain what we hear, and using terminology to describe notation.</p>
Year 4	<p><b><u>Adapting and Transposing Motifs* (Romans)</u></b></p> <p>Drawing upon the children's understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose</p>	<p><b><u>Samba and Carnival Sounds and Instruments Introducing samba and the sights and sounds of the carnival.</u></b> Learning about the traditional sounds and instruments of Samba music, using syncopated rhythms and composing samba breaks.</p>	<p><b><u>Body and Tuned Percussion* (Rainforests)</u></b></p> <p>Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments</p>	<p><b><u>Changes in Pitch, Tempo and Dynamics* (Rivers)</u></b></p> <p>Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p><b><u>We are Composers: Haiku music and performance (Hanami)</u></b></p> <p>Using descriptive vocabulary, creating a Haiku. Then improvising and composing music and adding percussive sound effects. Considering how music can be notated to represent the sounds and other dynamics.</p>

	motifs and perform them to their peers.		to create rhythms of the rainforest, layer by layer		
Year 5	<p><b><u>Composition Notation *(Ancient Egypt)</u></b> Identifying the pitch and rhythm of written notes and experimenting with notating compositions in different ways to help develop the children's understanding of staff notation.</p>	<p><b><u>South and West Africa</u></b> Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and accompanying dance moves.</p>	<p><b><u>Blues *</u></b> 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</p>	<p><b><u>Composition to Represent Holi*</u></b> Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.</p>	<p><b><u>We are Composers: Looping and Remixing (Composing on MusicLab)</u></b> Learning how dance music is created, focusing on the use of loops. Learning how to play a well-known song and then using MusicLab to adapt it to the dance music genre and create own versions.</p>
Year 6	<p><b><u>Advanced Rhythms</u></b> Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition</p>	<p><b><u>Theme and Variations (Pop art)</u></b> Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments</p>	<p><b><u>Dynamics: Pitch and Tempo (Fingal's Cave)</u></b> Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p><b><u>Composing and Performing a Leavers' Song</u></b> 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.</p>	<p><b><u>We are Composers: Film Music</u></b> Appraising and identifying composition techniques in film. Learning how music can influence the impact of a film. Creating musical ideas based on film themes and exploring notation to represent the sounds.</p>