**Music – long term plan from EYFS to Year 6**

**EYFS and KS1** \* indicates cross-curricular link

|  | **Unit 1**  **Autumn 1 to end Nov** | **Unit 2**  **End Nov to end Spring 1** | | **Unit 3**  **Spring 2 to end April** | | **Unit 4**  **End April to end Summer 2** |
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| EYFS  Vocab focus | High and low (pitch) | Long and short (duration) | | Loud and soft (dynamics) | | Fast and slow  (tempo) |
| Year 1 | **Pulse and Rhythm**  **(All about me)**  **Keeping the Pulse**  **(My favourite things)**  Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities. | **Musical Vocab**  **(Under the sea)**  **Musical Symbols**  **(Under the sea)**  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 | | **Pitch and Tempo**  **(Superheroes)**  **Pitch**  **(Superheroes)**  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. | | **Timbre and Rhythmic Patterns\* (Fairytales)**  **Sound Patterns**  **(Fairytales)**  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.  **\*Link to English Summer 2 Goldilocks** |
|  | **Unit 1**  **Autumn 1 to end Nov** | | **Unit 2**  **End Nov to end Spring 1** | **Unit 3**  **Spring 2 to end April** | **Unit 4**  **End April to end Summer 2** | |
| Year 2 | **Musical Me**  **Pitch**  **(Musical Me)**  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 | | **Orchestral Instruments**  **(Traditional Stories)**  **Instruments**  **(Musical Storytelling)**  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. | **African Call and Response\***  **(Animals)**  **Call and Response**  **(Animals)**  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.  **\*Link to science Spring: Animals** | **Myths and Legends**  **Structure**  **(Myths and Legends)**  Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song | |

**Lower KS2**

|  | **Unit 1**  **Autumn 1 to end Nov** | | **Unit 2**  **End Nov to end Spring 1** | **Unit 3**  **Spring 2 to end April** | **Unit 4**  **End April to end Summer 2** |
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| Year 3 | **Ballads**  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. | **Pentatonic Melodies and Composition (Chinese New Year)\***  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.  \***Chinese new year Feb 10th** | | **Developing Singing Technique (Vikings)\***  Developing singing technique; learning to keep in time, using musical notation and rhythm, culminating in a group performance of a song with actions.  \***Link to Year 4’s Science Spring and Summer unit on Vikings: opportunity to perform for them** | **Traditional Instruments and Improvisation\* (India)**  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. |
| Year 4 | **Samba and Carnival Sounds and Instruments**  **Introducing samba and the sights and sounds of the carnival.** Learning about the traditional sounds and instruments of Samba music, using syncopated rhythms and composing samba breaks. | **Adapting and Transposing Motifs\***  **(Romans)**  Drawing upon the children’s understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.  **\*Link to English Spring 1: Escape from Pompei** | | **Body and Tuned Percussion\* (Rainforests)**  Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer  \***Link to science: Habitats** | **Changes in Pitch, Tempo and Dynamics\***  **(Rivers)**  Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.  \***Link to geography: Rivers** |
| **Upper KS2** | **Unit 1**  **Autumn 1 to end Nov** | **Unit 2**  **End Nov to end Spring 1** | | **Unit 3**  **Spring 2 to end April** | **Unit 4**  **End April to end Summer 2** |
| Year 5 | **Composition Notation (Ancient Egypt)**  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. | **Blues \***  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  \***Link to Geography: the Americas** | | **Composition to Represent Holi\***  Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.  **\*Holi: 14th March 2024** | **South and West Africa**  Learning ‘Shosholoza’, a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and accompanying dance moves. |
| Year 6 | **Baroque Music**  Developing an understanding of the Baroque era and learning to identify the main features of opera music | **Pop Art**  Discuss musical eras in context, recognise different features and discuss and evaluate own and others’ work | | **Dynamics: Pitch and Tempo (Fingal’s Cave)\***  Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.  \***Link to Geography: Dangerous places** | **Composing and Performing a Leavers’ Song**  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. |