Music

Long-term plan

Standard

Our 30-week EYFS, KS1 and KS2 long-term plan for **Music** is designed for schools that deliver the subject each week, leaving some time for extra-curricular and other opportunities.

N.B. This document is regularly updated to reflect changes to our content. This version was created on 15.04.2025.

Click here to download the latest version.

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Recent changes to our Music curriculum: New curriculum strands

Our music curriculum has always been designed around strands, derived from the National curriculum aims and other government guidance. These strands are essential for mapping out how students progress in different aspects of music. Here are the updated strands for 24/25:

- Listening and evaluating
- *New!* Creating sound
- *New!* Notation
- Improvising and composing
- Performing - singing and playing

The introduction of "Creating sound" as a separate strand (previously part of "Performing") aims to clarify progression in this vital component of musical development. According to the Striking the Right Note - the Music Subject Report (Ofsted, 2023), the most effective music teaching in schools involves gradually enhancing pupils' skills in controlling sounds, whether through singing, playing instruments, or using music technology.

'Notation' has also been defined as a standalone strand to improve progression in understanding technical music elements. Our goal is to outline clear steps for students to learn to read music notation. Even though the National Curriculum doesn't include notation learning for Key Stage 1, we think it's advantageous for pupils to start with simplified staff notation early on, such as identifying changes in pitch.

Additionally, we have refined the names of other strands to better reflect their content. 'Listening' is now 'Listening and Evaluating', and 'Composing' has been updated to 'Improvising and Composing' to capture the often spontaneous nature of creating music. The 'History of music' strand has now been incorporated into the 'Listening and evaluating' strand instead of being a strand in its own right—this reflects its natural integration where an understanding of musical context will be developed through listening experiences.

The inter-related dimensions of music are the building blocks of music and as such, are integrated across all of our strands. To show this we have chosen to highlight the progression statements that relate to pitch, duration, dynamics, structure, texture, timbre, rhythm and pulse, rather than showing these elements as a separate progression.

Please note: These new strands were initially incorporated into Key stage 1 lessons only for 2024/25. They will gradually be added to Lower and Upper key stage 2 for the coming years. This ensures pupils have an opportunity to develop their foundational knowledge and skills in Key stage 1.

Recent changes to our Music curriculum: Updated Key stage 1 content

While we have enhanced the structure of our curriculum to better define progression in the new strands of 'Notation' and 'Creating sound', the fundamental content of our Key stage 1 lessons remains consistent. These units now place greater emphasis on the technical aspects of music, integrating these new strands effectively.

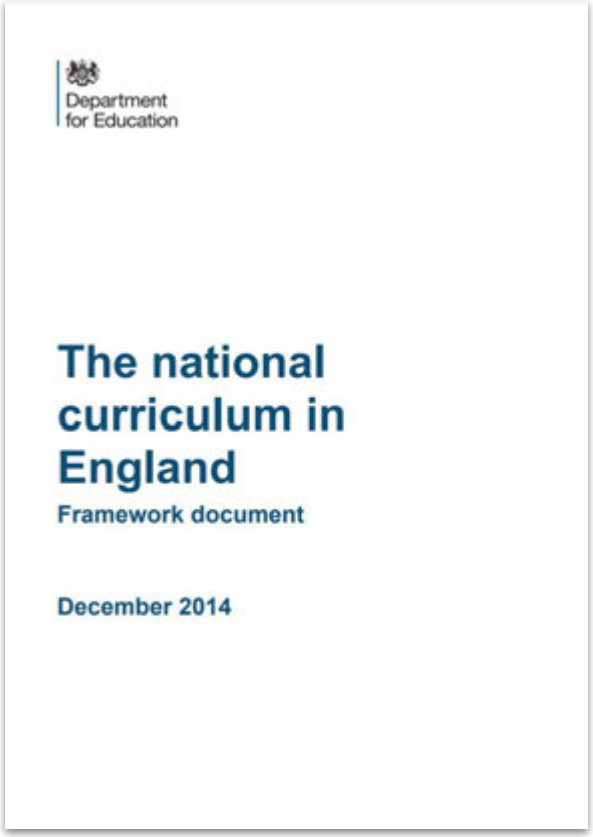
Additionally, we've refined our approach to introducing the inter-related dimensions of music, opting to gradually introduce these concepts and prioritise the development of tacit knowledge over declarative knowledge in the Early Years Foundation Stage and Key stage 1 (see here).

In Key stage 1, pupils develop a solid understanding of **pulse**, **rhythm**, **dynamics**, and **tempo**, and they begin to learn about musical **structure**. Other inter-related dimensions of music are introduced more fully in Key stage 2. At Key stage 1, pupils are not necessarily expected to name these elements, but they should be able to recognise and discuss them in simpler terms. As we focus more on individual inter-related dimensions, you might also notice that this approach has influenced how the units are named and their sequencing.

Previous unit titles and sequencing	New unit titles and sequencing
Y1	**Y1**
Aut 1 Pulse and rhythm (All about me)	Aut 1 Keeping the pulse (My favourite things)
Aut 2 Tempo (Snail and mouse)	Aut 2 Tempo (Snail and mouse)
Spr 1 Musical vocabulary (Under the sea)	Spr 1 Dynamics (Seaside)
Spr 2 Timbre and rhythmic patterns (Fairytales)	Spr 2 Sound patterns (Fairytales)
Sum 1 Pitch and tempo (Superheroes)	Sum 1 Pitch (Superheroes)
Sum 2 Vocal and body sounds(By the sea)	Sum 2 Musical symbols (Under the sea)
Y2	**Y2**
Aut 1 West African call and response (Animals)	Aut 1 Call and response (Animals)
Aut 2 Orchestral instruments (Western traditional stories)	Aut 2 Instruments (Musical storytelling)
Spr 1 Musical me	Spr 1 Singing (On this island)
Spr 2 Dynamics, timbre, tempo and motifs (Space)	Spr 2 Contrasting dynamics (Space)
Sum 1 On this island: British songs and sounds	Sum 1 Structure (Myths and Legends)
Sum 2 Myths and Legends	Sum 2 Pitch (Musical me)

How does Kapow Primary help our school to meet the statutory guidance for Music?

Our scheme of work fulfils the statutory requirements for computing outlined in the **National Curriculum (2014)** and follows the principles outlined in the non-statutory [Ofsted Research review series: Music] and **HM Government's National Plan for Music** which explains how to build on the Department for Education's **Model Music Curriculum (2021)** to deliver high quality music in schools. For more information please see our [Guide: Model music curriculum alignment].


Department for Education

The national curriculum in England

Framework document

December 2014

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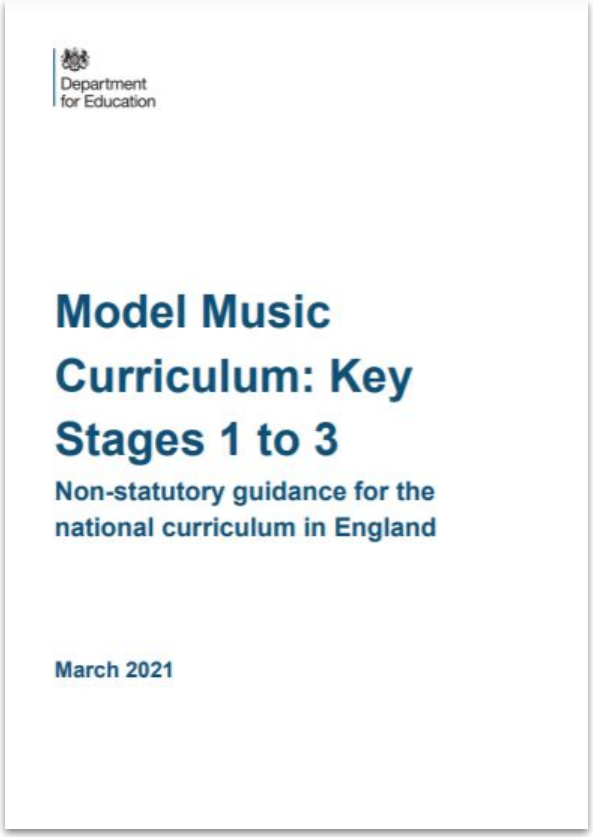
Department for Education

Model Music Curriculum: Key Stages 1 to 3

Non-statutory guidance for the national curriculum in England

March 2021

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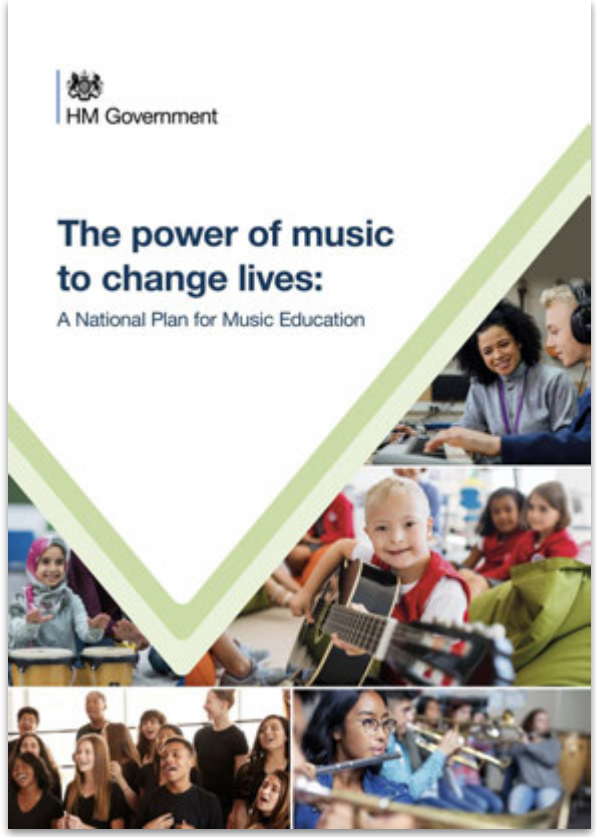
HM Government

The power of music to change lives:

A National Plan for Music Education

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How does Kapow Primary's scheme for Music align with the National Curriculum?

Our scheme of work fulfils the statutory requirements of the **National Curriculum (2014)**. The National Curriculum for Music aims to ensure that all pupils:

★ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

★ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

★ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

From these aims, we have identified five strands which run throughout our scheme of work:

Listening and evaluating

Creating sound

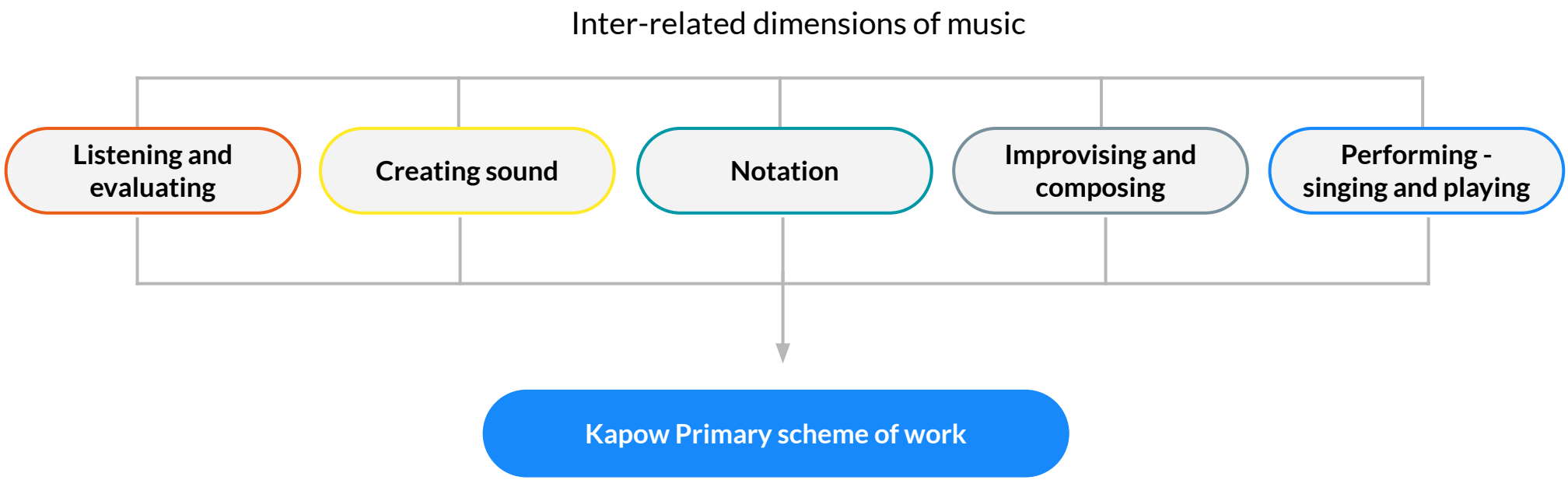
Notation

Improvising and composing

Performing - singing and playing

Our National curriculum mapping document shows which of Kapow Primary's units cover each of the National curriculum attainment targets as well as each of our six strands. National curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch.
- Duration (including pulse and rhythm).
- Dynamics.
- Tempo.
- Timbre.
- Texture.
- Structure.
- Appropriate musical notation.

The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

Exploring the strands

Listening and evaluating

Listening to music is important to develop an appreciation for music but listening with a critical ear also allows pupils to recognise how music is constructed and how it impacts the listener.

Listening and evaluating is therefore the precursor to **Improvising and composing** and **Performing.**

By exposing pupils to a diverse range of music from various cultures and historical periods, this strand also fosters an understanding of the history of music.

Creating sounds

Learning technical proficiency with an instrument takes time, and the ability to create and control sound is fundamental to making music.

This proficiency requires knowledge of specific instruments, including how to hold and play them, as well as the development of fine (and sometimes gross) motor skills and postural awareness.

When it comes to singing, controlling breathing and voice modulation to create dynamic contrasts is crucial.

Notation

In order to compose and perform longer pieces of music, pupils need to understand notation as a means of communicating musical ideas.

They will learn that the position of notes on the stave indicates their pitch, and that the symbols used represent the duration of each note or rest.

Our aim is for pupils to be able to 'work out' how to read a simple piece of music from a given starting note by applying the principles of staff notation, rather than reading music by sight or simply memorising musical pieces. See here for more information.

Improvising and composing

Improvisation in music involves creating music spontaneously, without prior planning or written notes. This helps pupils build confidence, express themselves freely, and develop flexibility in their musical thinking.

Composition tasks require students to plan and structure their musical ideas. This structured approach strengthens their ability to organise thoughts systematically and often use notation to record their ideas.

Find out more about the composing process here.

Performing - singing and playing

Performing provides pupils with a practical reason to hone and apply their musical skills.

It promotes group practice and collaboration, as pupils work together to achieve an aim.

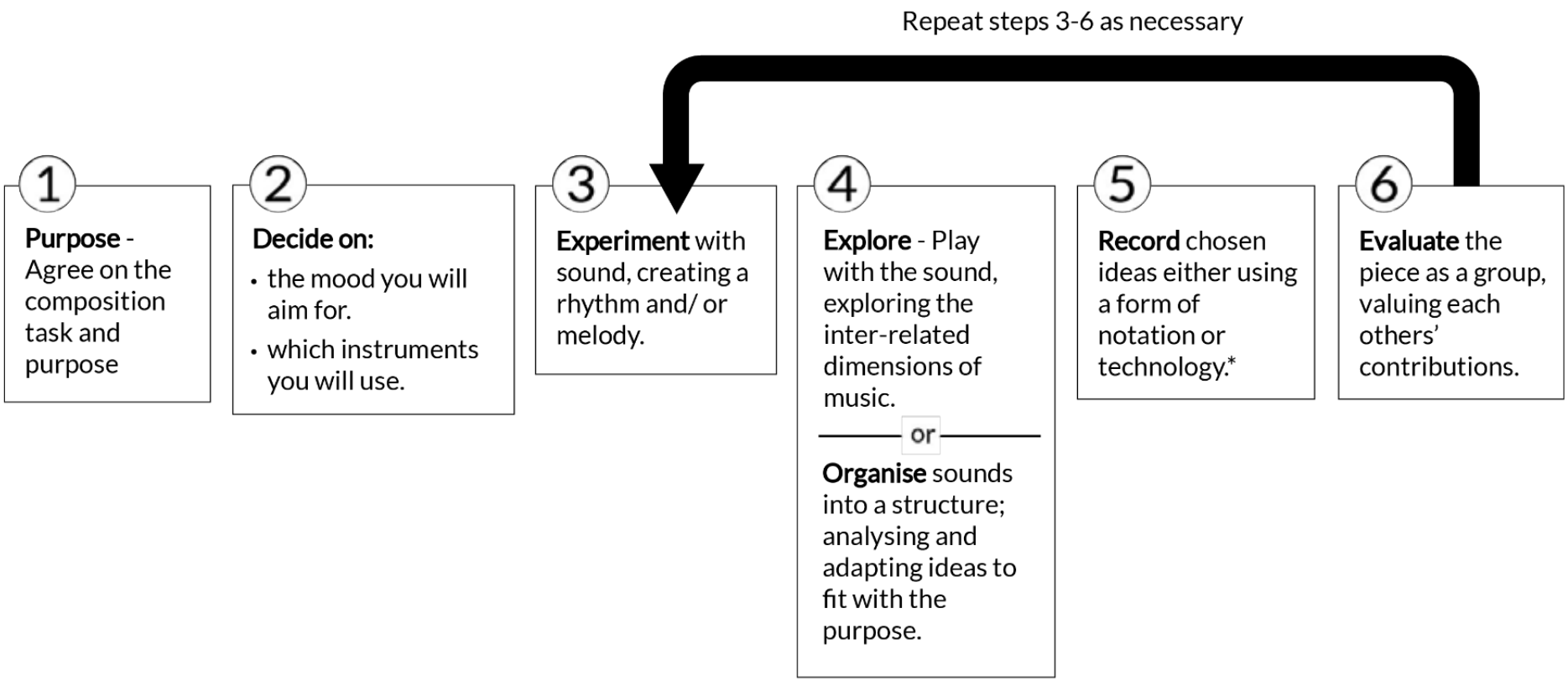
This experience not only boosts pupils' confidence and self-esteem but also enhances their awareness of themselves and others within the group.

Find out more about the group practising process here.

Improvising and composing - The composition process

Improvisation in music involves spontaneously creating music without prior planning or written notes. This practice helps pupils develop confidence, expression, and flexibility. In contrast, formal composition tasks require students to plan and structure their musical ideas, teaching them about form, dynamics, and the cohesive development of themes. This structured approach enhances their ability to organise thoughts systematically and use musical notation to record their ideas. The process of composing music engages students in an iterative process where they evaluate their choices and the impact of their work.

This chart is designed to help teachers and older pupils work methodically through the composition process and develop independence in doing so.



*As pupils compose longer pieces, they made need to record decisions made, melodies composed etc. This could be done at any part of the process to relieve working memory.

Notation - Reading stave notation (UKS2)

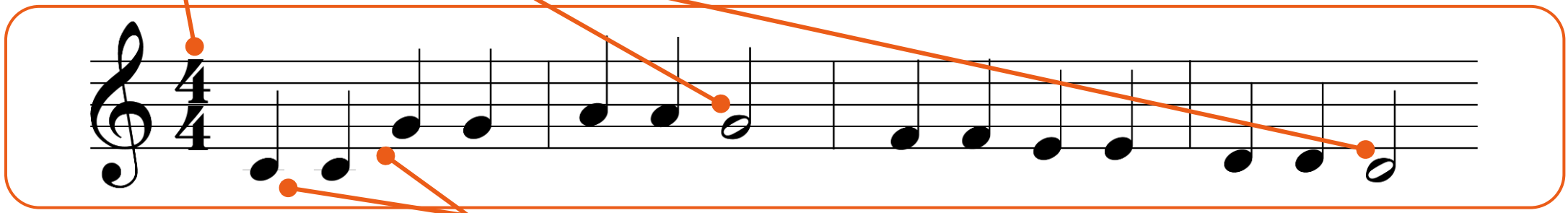
The Model Music Curriculum (MMC) suggests that by the end of Year 6, pupils should be able to 'read and play from notation a four-bar phrase, confidently identifying note names and durations.' Our curriculum is designed to support children in achieving this standard by teaching them the fundamental principles of music notation, enabling them to work out the notes in a short phrase of music, rather than just recognising them by sight.

In order to read a short phrase of music, pupils should first be prompted to consider duration and identify the rhythm of the piece, before incorporating pitch and finally combining the two elements together (see below).

Understand how many beats in each bar.

Examine where the long sounds are.

Slowly count in and clap the rhythm. Repeat until confident.



Examine the pitch, are there any notes that stay the same or are there any leaps?

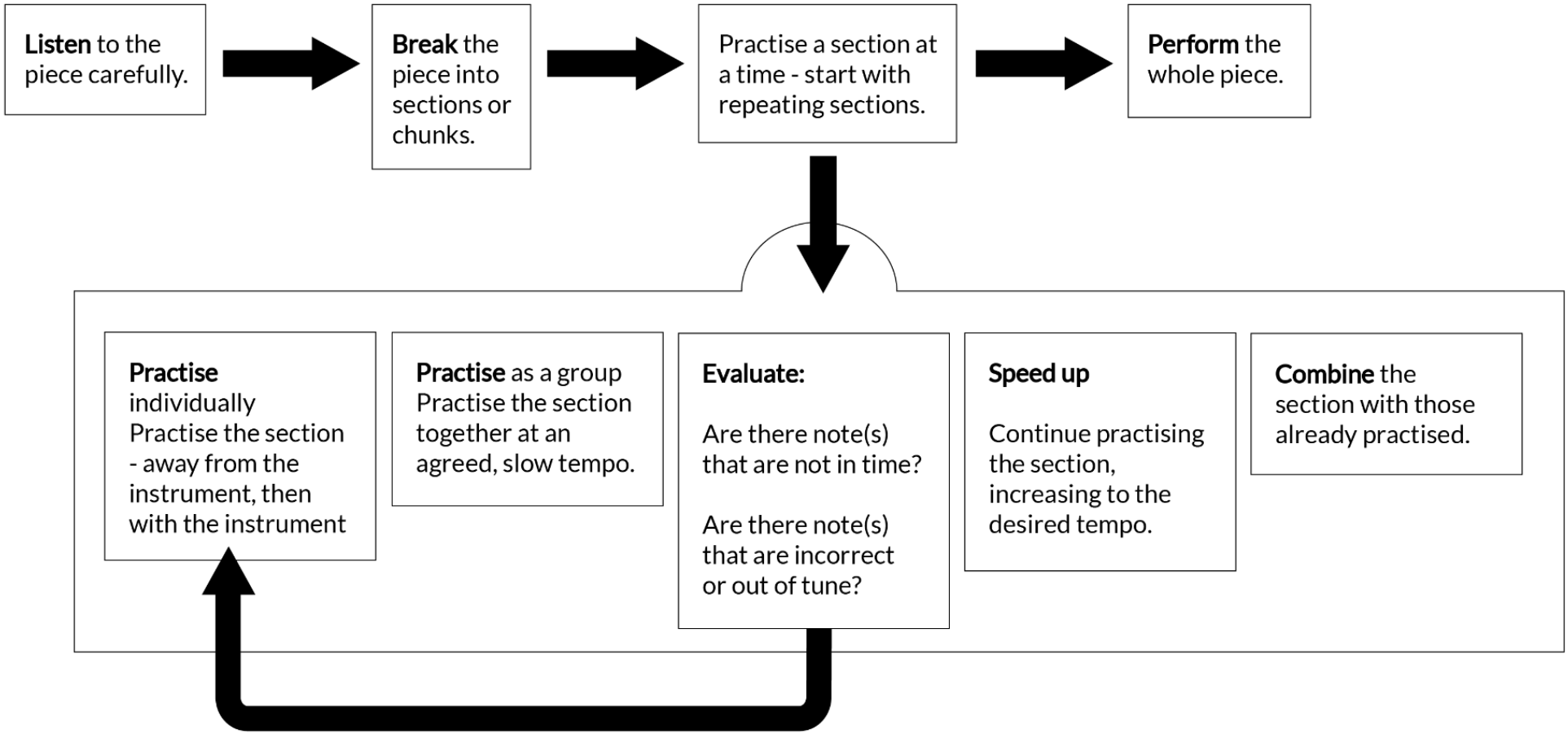
Play the starting note and try to sing/hum the pitch.

Sing/hum the pitch whilst doing silent practice on instrument.

Slowly combine the pitch and rhythm, with a count in.

Performing - The group practice process

In order to perform a piece of music confidently as a group, focused group practice time is essential. This chart can help teachers and older pupils to use practice time more effectively.



Different types of knowledge in music

The Ofsted research review series: music, states that pupils learn in music by acquiring three types of knowledge: tacit, procedural or declarative.

Substantive knowledge

Declarative knowledge - 'knowing that'

This is the factual information and concepts pupils learn that can be clearly stated or 'declared.' It includes:

- Being able to name musical instruments and their characteristics.
- Understanding musical terminology, such as pitch, tempo, rhythm etc.
- Naming symbols used in musical notation and what they represent.
- Knowing about musical styles and genres and their cultural and historical background.
- Knowing about significant figures in music.

This type of knowledge is most often developed in our '**Listening and evaluating** and '**Notation**' strands.

Disciplinary knowledge

Procedural knowledge - 'knowing how'

Playing music is a skill, but to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge such as:

- How to hold the instrument correctly.
- How to produce different sounds with the instrument.
- How to read the notation in front of them.
- How to play a melody in time.

There is a crossover between tacit and procedural knowledge - to some extent this procedural knowledge may be gained instinctively but it may not, or it may need refining, and our Kapow curriculum details when procedural knowledge will be explicitly taught to pupils.

Procedural knowledge is most often developed in our '**Creating sound,**' '**Improvising and Composing**' and '**Performing**' strands.

Tacit knowledge - 'knowing intuitively'

Much of the knowledge gained in music learning is gained through experience of music and informal listening, not through direct instruction. Tacit knowledge can be both substantive or disciplinary and includes:

- Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music.
- Learning how to hold instruments through hands-on experience.
- Understanding pitch and tone in singing through practise and imitation.
- Instinctively moving to music, showing an understanding of rhythm and expression through their bodies.
- Understanding that music can evoke feelings, by listening and reacting to different types of music.

In the Kapow Primary curriculum, there are many opportunities for pupils to develop this tacit knowledge. In EYFS (Reception) and Key Stage 1, children are encouraged to explore instruments, sound and emotions and as they develop musically, this tacit knowledge is refined with more explicit instruction. Tacit knowledge is most often developed in our: '**Listening and evaluating**, '**Creating sound**' and '**Improvising and composing**' strands where pupils develop an intuitive understanding of music.

Instrument use in school: Untuned instruments

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the midline of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.

claves

woodblock

drum

guiro

triangle

Group B

These are instruments that are particularly useful for adding expressive texture.

tambourine

egg shakers

maracas

rainstick

Instrument use in school: Tuned instruments

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C

xylophone

glockenspiel

piano/ keyboard

hand bells

chime bars

Group D

ukulele

recorder

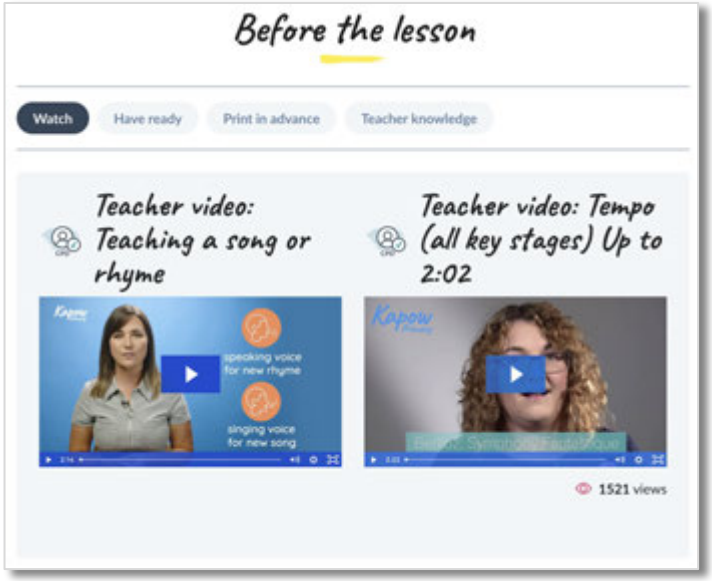
If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.

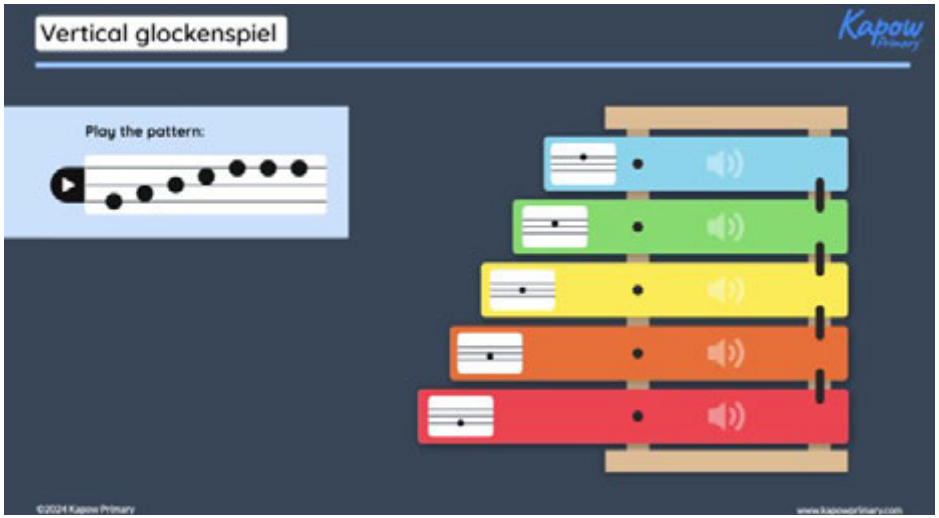
How does the Kapow Primary Music scheme of work support non-specialist teachers?

Before the lesson

Kapow Primary lessons give Music CPD at the point of need, with Teacher videos included in the *Before the lesson* section of the lessons. These videos develop teachers' subject knowledge, model certain activities and gives tips about how to manage the upcoming lesson.

Many lessons also include written tips and information that can be easily referred to while teaching.





Classroom presentations

Our updated classroom presentations are designed to assist teachers in confidently demonstrating and explaining the inter-related dimensions of music.

These presentations include interactive elements such as audio clips, visual aids, and drag-and-drop features. These tools allow teachers to actively demonstrate musical concepts, providing a more engaging and comprehensive learning experience .

Diversity in the Kapow Primary Music curriculum

In the main scheme, we include:

- A wide range of music from every continent in the world.
- Discrete units on Indian classical music, Samba, and South and West Africa.
- A wide variety of musical genres studied including: folk, pop, jazz, baroque, blues and rock and roll.
- Both contemporary and traditional music.
- Representation of composers and musicians from diverse ethnic backgrounds.
- Representation of both male and female musicians.

For further information, see **Music: List of songs, artists and composers**.

In the instrumental scheme, we include:

- Only one western form of music represented - minimalism (which in itself is heavily influenced by non-Western traditions).
- Discrete units on Calypso, Salsa, Gumboot dancing, Bollywood, and Gamelan music - exploring each musical tradition in depth.
- Discussion of broader issues e.g. slavery and the impact of movement of peoples on the development of musical styles.

A spiral curriculum

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical**: Pupils return to the same skills and knowledge again and again during their time in primary school.
- ✓ **Increasing depth**: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- ✓ **Prior knowledge**: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Is there any flexibility in the Kapow Primary music scheme?

Our Music scheme of work is organised into units. Within each unit, lessons must be taught in order as they build upon one another.

Within Key stage 1, units should be taught in the order suggested on this long-term plan as they build progressively. In Key Stage 2, the units are arranged to optimise musical development and understanding. However, there is flexibility to adjust the order of these units to better meet specific needs or preferences. If you choose to change the sequence, keep in mind how it might impact the progression and clarity of the musical concepts being taught.

N.B Units should not be moved between year groups, unless you are following our guidance for mixed-age planning.
This is because pupil progression will be compromised.

Please note that our Instrumental scheme is progressive and units and lessons must be taught in order.

Oracy in Music

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Music curriculum, pupils have opportunities to develop their oracy skills by:

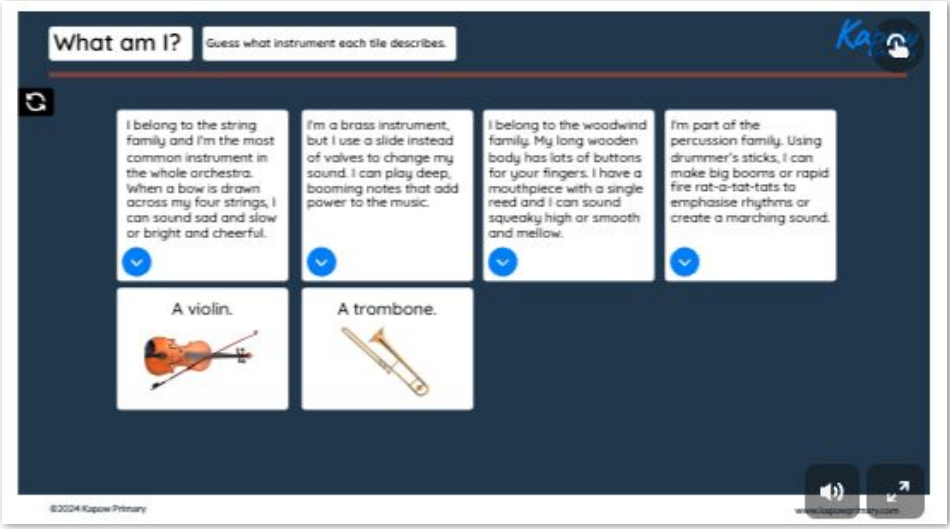
- Rehearsing as a group and singing as an ensemble.
- Listening with concentration and providing feedback about other children's and composers' work.
- Expressing opinions respectfully.
- Collaborating in a group.
- Discussing composition or personal preferences using musical vocabulary.
- Reasoning about instrument choices and justifying choices of instruments or sounds in compositions using musical vocabulary.
- Modifying tone of voice.
- Building confidence when using their voice.

Assessment in Music

Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Music: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

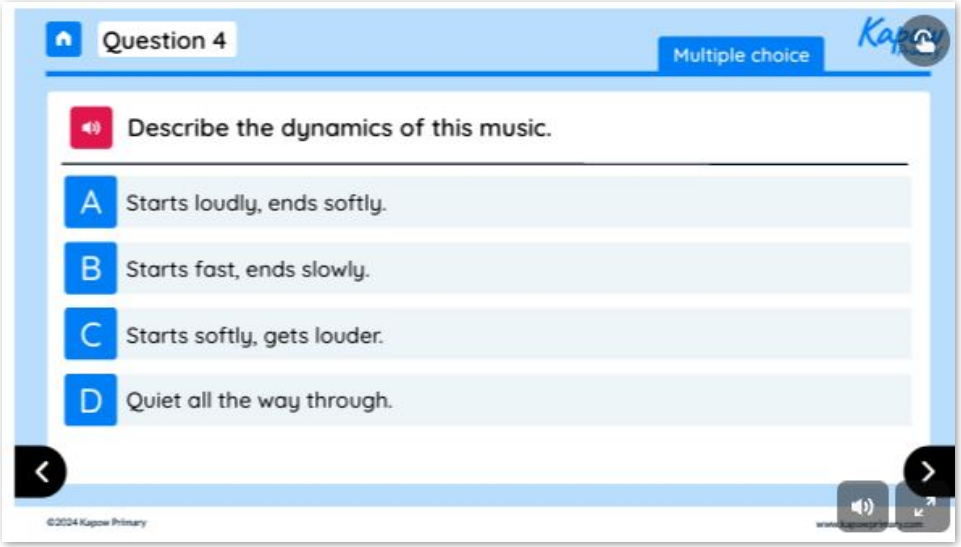


Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice questions and one open-ended question. Quizzes feature audio clips to ensure that pupils are able to apply their knowledge.

Assessment quizzes offer teachers valuable summative records, serving as evidence of pupil progression throughout the year and as they transition between key stages.

Recording pupils during practice and performance sessions is also beneficial. These recordings allow teachers to review performances or group practise at their convenience, focusing on different pupils to identify strengths and areas for improvement. Additionally, such recordings provide a useful documentation of progression over time.



Short of curriculum time?

At Kapow Primary we understand that curriculum time is always tight in primary schools.

Therefore, we have created a Condensed curriculum version of our Long term plan to help those schools who want to ensure coverage of the National Curriculum, without dedicating an hour a week to Music.

Our Condensed curriculum long term plan abstracts units which cover key skills and knowledge in only 20 lessons.

We have ensured there is a range of musical styles covered and that the Inter-related dimensions of music (pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation) are given similar attention in terms of coverage.

This version of our Long term plan could be used if teaching Music in a two-week, half termly cycle or through blocking the foundation subjects. Or it could simply be used to relieve pressure on curriculum time.

Music in EYFS: Reception

Our Music Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Expressive Arts and Design' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Music offering a unified approach to teaching music in EYFS.

Clear progression between EYFS (Reception) and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands (**Listening and evaluating, Creating sound, Notation, Improvising and composing, Performing**) from EYFS (Reception) through to Year 6.

Our Music EYFS (Reception) units are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to fit in with their chosen themes or topics. The 'Celebration music' unit consists of lessons which could be taught throughout the year when studying the festivals Diwali, Hanukkah, Kwankzaa and Christmas, for example.

Watch our Creating a musical learning experience videos and read our guidance Music within your ongoing provision for ideas on how you can create an Early Years environment conducive to music learning.

Model Music Curriculum: Instrumental scheme

The DfE's Model Music Curriculum 2021 states that:

'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term… Opportunities for development should continue beyond the mandatory term.'

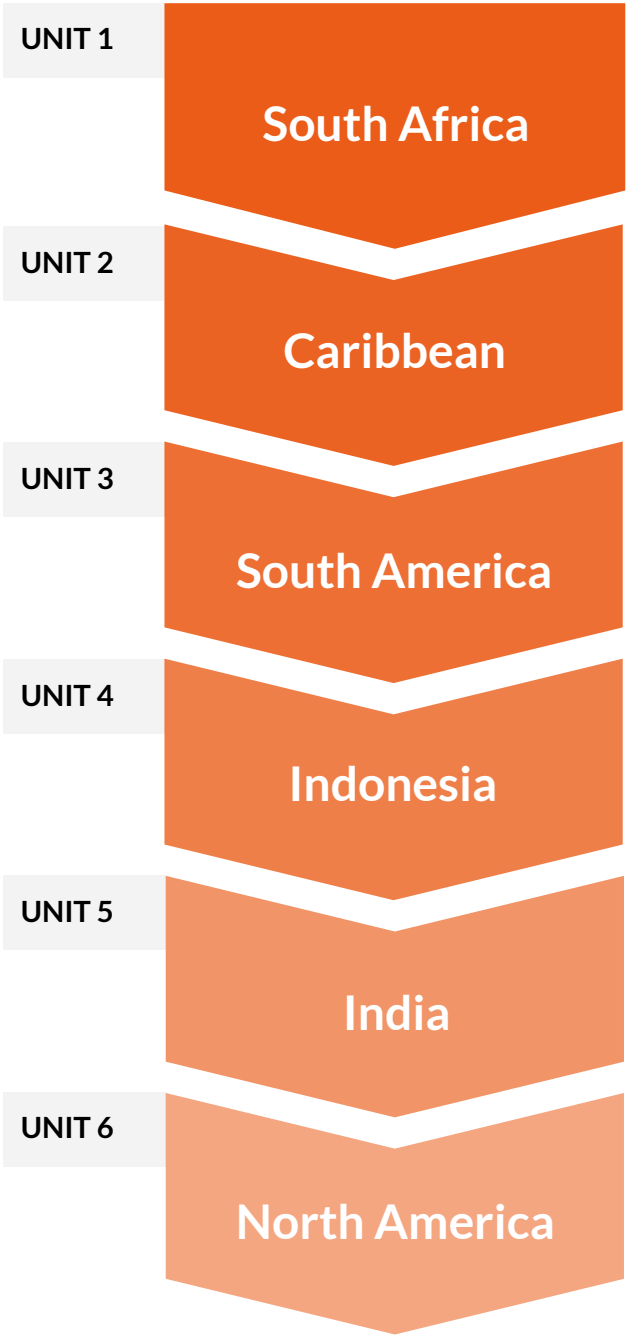
At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

Each unit of lessons focuses on music from a different part of the world and features a bespoke piece of music composed specifically for the scheme and includes sheet music, performance and backing tracks.

The lessons are written for tuned percussion instruments because: they are accessible for non-specialists to teach and are effective for learning notation because the note names are written on the bars and are already available in many schools. In addition, *the Ofsted music 2023 review highlights that 'shallow experiences' with too many instruments doesn't provide pupils with enough technical ability in order to play expressively* - our instrumental scheme streamlines the focus to allow technique to develop and therefore for pupils to begin to play with expression on one instrument.

Ideally, this scheme would take place alongside Kapow Primary's current units by allocating extra time to music learning in your school.

If this is not possible, you can choose to replace some of the Year 3 or Year 4 Kapow units with two or more of the units from the instrumental scheme. See Guidance: How to fit in our Instrumental scheme units for more information. Pupils must follow the Instrumental scheme in order so ensure that they start with the **South Africa** and **Caribbean** units.



Guidance: How to fit in our Instrumental scheme units

	Organisation	Considerations
Option 1	Replace the whole of the Year 3 or Year 4 music scheme with the Instrumental scheme.	• This option still gives you full coverage of the National curriculum. • This gives pupils a chance to develop their skills with an instrument to a high level. • You may not want to do this if you have a favourite unit or if a unit ties in with your Topic.
Option 2	Teach the instrumental scheme alongside our current Kapow Primary music scheme. This would work best in Year 3 or Year 4 but could be done at any point in KS2.	• This would require extra time to be timetabled for music learning . We recommend 45 mins each week for the existing scheme and 45 mins each week for the instrumental.

Option 2 example:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Existing Year 3 Kapow Primary units	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Instrumental scheme units	**South Africa**	**Caribbean**	**South America**	**Indonesia**	**India**	**North America**

Option 3	Replace two (or more) units of the Year 3 or Year 4 scheme of work with the **first two** (or more) units from the Instrumental scheme.	• This will allow you to cover the Model music curriculum recommended 'whole-class instrumental programme lasting a minimum of one term.' • You will still have full coverage of the National Curriculum. • This option gives you more flexibility to continue with favourite units from the existing scheme.

Option 3 example:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Ballads	Creating compositions in response to an animation (Theme: Mountains)	**Instrumental scheme:** **South Africa**	Pentatonic melodies and composition (Theme: Chinese New Year)	**Instrumental scheme:** **Caribbean**	Traditional instruments and improvisation (Theme: India)

Other useful documentation

There are a number of key documents which can support you in planning our **Music** scheme of work. See the Music Subject planning page on the website to find these documents and more.

- ✓ National curriculum coverage - shows how our scheme of work meets the National Curriculum requirements.
- ✓ Progression of skills and knowledge document - shows how understanding and application of key concepts and skills builds year on year.
- ✓ List of songs, artists and composers.
- ✓ Music: Equipment list.
- ✓ Assessment spreadsheet.
- ✓ Intent, Implementation, Impact statement.
- ✓ Music key skills and knowledge by unit.

Suggested long-term plan: Music - Overview (all year groups)

New for 2024/25! This Music long-term plan has been updated for the coming school year to reflect refreshed content. See here for more information. Links will be added as refreshed units are published.

	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 (Fairytales)	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 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
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: Fingal's Cave	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' Song (6 lessons)

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Suggested long-term plan: Music - Outline (EYFS)

Unit 1	Exploring sound (5 lessons) Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.
Unit 2	Celebration music (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.
Unit 3	Music and movement (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.
Unit 4	Musical stories (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.
Unit 5	Transport (5 lessons) Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.
Unit 6	Big band (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

Our EYFS lessons are a natural precursor to our Year 1 Music plans and focus not only on discrete music learning but also on how to incorporate music into all the other areas of learning.

Please read the teacher guidance for:

Teacher guidance: Music and continuous provision

Suggested long-term plan: Music - Outline (KS1)

	Year 1		
Autumn 1	Keeping the pulse (My favourite things) (5 lessons) Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.	Autumn 2	Tempo (Theme: Snail and mouse) (5 lessons) Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story,
Spring 1	Dynamics (Seaside) (5 lessons) Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.	Spring 2	Sound patterns (Fairytales) (5 lessons) Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.
Summer 1	Pitch (Superheroes) (5 lessons) Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.	Summer 2	Musical symbols (Under the sea) (5 lessons) Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.

Suggested long-term plan: Music - Outline (KS1)

	Year 2		
Autumn 1	Call and response (Animals) (5 lessons) Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.	Autumn 2	Instruments (Musical storytelling) (5 lessons) Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.
Spring 1	Contrasting dynamics (Space) (5 lessons) Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.	Spring 2	Singing (On this island) (5 lessons) Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.
Summer 1	Structure (Myths and legends) (5 lessons) Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.	Summer 2	Pitch (Musical Me) (5 lessons) Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.

Suggested long-term plan: Music (Lower KS2)

	Year 3		
Autumn 1	Ballads (5 lessons) 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.	Autumn 2	Creating compositions in response to an animation (Theme: Mountains) (5 lessons) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.
Spring 1	Developing singing technique (Theme: The Vikings) (5 lessons) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	Spring 2	Pentatonic melodies and composition (Theme: Chinese New Year) (5 lessons) 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.
Summer 1	Jazz (5 lessons) Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Summer 2	Traditional instruments and improvisation (Theme: India) (5 lessons) 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.

Suggested long-term plan: Music (Lower KS2)

	Year 4		
Autumn 1	Body and tuned percussion (Theme: Rainforests) (5 lessons) 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.	Autumn 2	Rock and Roll (5 lessons) Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a whole-class piece.
Spring 1	Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Spring 2	Haiku, music and performance (Theme: Hanami) (5 lessons) Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
Summer 1	Samba and carnival sounds and instruments (5 lessons) Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Summer 2	Adapting and transposing motifs (Theme: Romans) (5 lessons) Drawing upon their 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.

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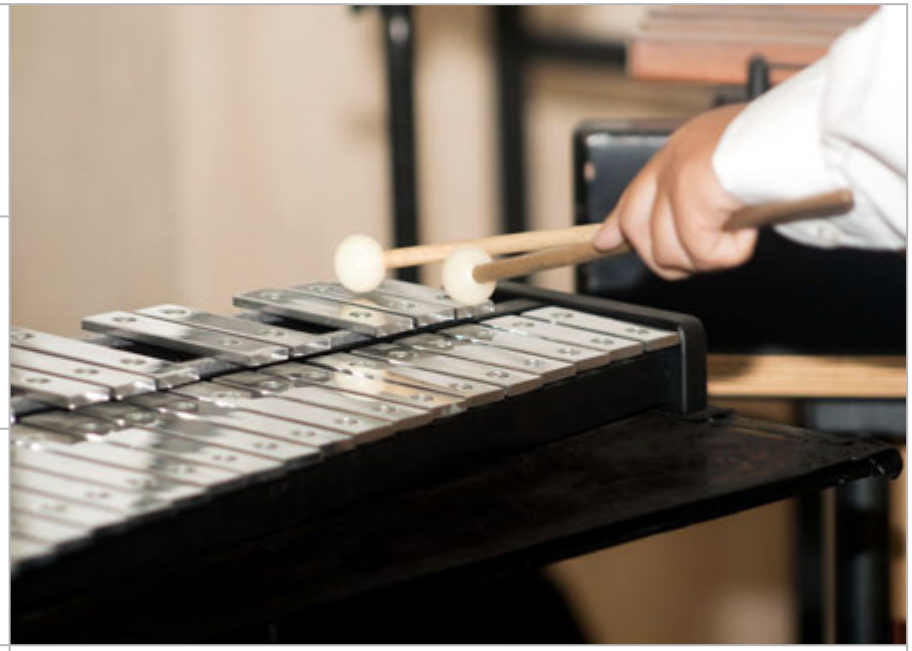
Suggested long-term plan: Music (Upper KS2)

	Year 5		
Autumn 1	Composition notation (Theme: Ancient Egypt) (5 lessons) 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.	Autumn 2	Blues (5 lessons) 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.
Spring 1	South and West Africa (5 lessons) Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Spring 2	Composition to represent the festival of colour (Theme: Holi festival) (5 lessons) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.
Summer 1	Looping and remixing (5 lessons) 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.	Summer 2	Musical theatre (5 lessons) 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.

Suggested long-term plan: Music (Upper KS2)

	Year 6		
Autumn 1	Dynamics, pitch and tempo (Theme: Fingal's Cave) (5 lessons) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Autumn 2	Songs of WW2 (5 lessons) 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.
Spring 1	Film music (5 lessons) Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Spring 2	Theme and Variations (Theme: Pop Art) (5 lessons) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments
Summer 1	Baroque (5 lessons) 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.	Summer 2	Composing and performing a Leavers' Song (6 lessons) 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.

Suggested long-term plan: Music - Outline (Instrumental scheme)

Unit 1	South Africa (5 lessons) Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff	
Unit 2	Caribbean (5 lessons) Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.	
Unit 3	South America (5 lessons) Learning about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion.	
Unit 4	Indonesia (5 lessons) Learning about the key features of gamelan music, and playing a gamelan inspired piece in two parts on tuned percussion using staff notation.	Our Instrumental scheme is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos. See Guidance for how to fit in our Instrumental scheme for suggestions of how to incorporate our Instrumental scheme into music teaching in your school.
Unit 5	India (5 lessons) Learning about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack.	
Unit 6	North America (5 lessons) Learning about the key features of minimalism and how it has been influenced by other musical styles, while singing and playing a minimalist piece in two parts from staff notation.	

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