

Music Long Term Plan

Reviewed May 2025

	Autumn	Spring	Summer
Reception	Expressive Arts and Design (EAD)		
	ELG 17 - Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move in time with music Explore and engage in music making and dance, performing solo or in groups		
	Me!	Everyone!	Big Bear Funk
	My Stories	Our World	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> • Re-telling the story of the Bear Hunt through drama and role play and use of instruments • Christmas nativity songs and dances 	<ul style="list-style-type: none"> • Lion/dragon dance • Moving in rhythm and time to music • Using musical instruments to represent the dragon dance • Re-telling the story of 'The Great Race' for Chinese/Lunar New Year (masks, role play etc.) 	<ul style="list-style-type: none"> • Developing a preference for expression • Imaginary roles • Exploring and re-creating animal sounds/an animal dance
Year 1	What's a Thinking Voice?	Rhythm, Pitch and Pulse	Musical Soundscape Reflect, Rewind and Replay

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Year 2	Music and Feelings	Understanding Rhythm	Music and Storytelling
Year 3	Pitch, Rhythm and Timbre	Western Classical Music: Instruments of the Orchestra	Music from Around the World
Year 4	Whole Class Instrumental Tuition: Creating a Sound Xylophones	Whole Class Instrumental Tuition: The Brass Family and Improvisation African Drums	Whole Class Instrumental Tuition: Traditional Staff Notation Steel Drums
Year 5	Music and Emotion	Ensemble and Solo Performance	4 Chord Trick
Year 6	Western Classical Tradition and Film	Popular Music: Blues, Jazz, Rock n Pop, Pop, Funk, Disco etc.	Song Writing

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Key Stage 1	Use voices expressively	Play tuned and un-tuned instruments	Rehearse and perform with others	Create musical patterns	Explore, choose and organise sounds and musical ideas	Explore and express ideas and feelings using movement, dance and expressive and musical language.	To make improvements to my own work	To listen with concentration and recall sounds within increasing aural memory.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised	To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To know how music is used for particular purposes
Year 1	Use voices in different ways such as speaking, singing and chanting	To create and choose sounds To perform simple rhythmic patterns, beginning to show an awareness of pulse.	To think about others when performing	To know about and experiment with sounds	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To begin to identify simple repeated patterns and follow basic musical instructions.	To begin to understand that musical elements can be used to create different moods and effects.	To begin to represent sounds with simple sounds including shapes and marks.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.

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Year 2	Use voices expressively and creatively. To sing with the sense of shape of the melody	To create and choose sounds for a specific effect. To perform rhythmic patterns and accompaniments, keeping a steady pulse.	To think about others while performing	Repeat short rhythmic and melodic patterns	To begin to explore and choose and order sounds using the inter-related dimensions of music.	To respond to different moods in music and explain thinking about changes in sound.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To understand how musical elements create different moods and effects	To confidently represent sounds with a range of symbols, shapes or marks.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.
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Key Stage 2	Sing songs in unison and two parts	To play tuned and un-tuned instruments with control and accuracy	To practise, rehearse and present performances with an awareness of the audience	Improvise, developing rhythmic and melodic material when performing	Explore, choose, combine and organise musical ideas with musical structures	Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To reflect on and improve own and others work in relation to its intended effect	To listen with attention to detail and to internalise and recall sounds.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical	To know that music is produced in different ways and described through relevant established and invented notations.	To understand how time and place can influence the way music is created.
Year 3	To sing in unison, becoming aware of pitch.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To think about others while performing.	To create simple rhythmical patterns that use a small range of notes.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To explore and comment on the ways sounds can be used expressively.	To comment on the effectiveness of own work, identifying and making improvements.	To listen with attention and begin to recall sounds.	To begin to understand how different musical elements are combined and used to create an effect.	To begin to recognise simple notations to represent music, including pitch and volume.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.
Year 4	To sing in unison maintaining the correct pitch and using increasing expression.	To play and perform parts with an increasing number of notes,	To think about others while performing.	To create rhythmical and simple melodic patterns using an increased	To join layers of sound, thinking about musical dynamics of each layer and	To recognise and explore the ways sounds can be combined and used expressively and	To comment on the effectiveness of own work, identifying and making improvements.	To listen with attention and begin to recall sounds.	To begin to understand how different musical elements are combined	To understand and begin to use established and invented musical	To listen to, understand a wide range of high quality live and recorded music drawn from different

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		beginning to show musical expression by changing dynamics.		number of notes.	understanding the effect.	comment on this effect.			and used to create an effect.	notations to represent music.	traditions, great composers and musicians.
Year 5	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To maintain my own part and be aware how the different parts fit together.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To describe, compare and evaluate different types of music beginning to use musical words.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To listen to and recall a range of sounds and patterns of sounds confidently	To begin to identify the relationship between sounds and how music can reflect different meanings.	To recognise and use a range of musical notations including staff notation.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time
Year 6	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase	To play and perform with accuracy, fluency, control and expression	To think about the audience when performing and how to create a specific effect.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.	To identify and explore the relationship between sounds and how music can reflect different meanings.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is

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				musical structures							created and performed.
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