Music Long Term Plan 2025 / 2026

Year 1: Essential Characteristics of a Musician

✓Knowledge of key terms and what they mean.
✓Base of Musical knowledge and vocabulary.
✓Involvement in listening, composing and performing.
✓Frequently utilised singing voices and simple instruments.
✓A passion for and commitment to the subject, and a real sense of curiosity to find out about music the world both now and throughout history.

Year	Unit	Key concept	Intent	Children will know:	Children wil understand:	Children will be able to:	Vocabulary

Music Long Term Plan 2025 / 2026

1	Autumn 1 Introducing beat 'How can we make friends when we sing together?' Autumn 2 Adding rhythm and pitch. 'How does music tell stories about the past?'	Key concepts; Listening Composing Performing	Within Early Years the children were able to explore a range of musical instruments and the sounds they can make. In Year 1 we continue to develop this learning but with a more structured approach that begins with identifying the elements of Music and the particular parts needed to make up a song. The first part of this is to identify what the beat is and how it is a key part to any composition.	Beat • what the beat of a composition is. Long and short notes • what a long and short note sounds like. • where long and short notes are used within a song. High and low notes • what a high and low note sounds like. • where a high and low note would be used within a song. Listening • not all pieces of music sound the same. Performing	Beat • why the beat is an important part of a composition. Long and short notes • that all compositions contain a mixture of some long and short notes. High and low notes • that many compositions contain a mixture of some long and short notes. Listening • they need to be still and quiet to listen well. Performing	Beat • identify the 'beat' and clap along to the beat of a song. • describe the differences between two pieces of music. • express a basic opinion about music (like/dislike). • listen and respond to other performers by playing as part of a group. • move and dance with the music. • join in sections of the song, e.g. chorus. Long and short notes • demonstrate what long and short notes sound like using clapping. High and low notes • demonstrate what a high and low note sounds like using their voice. Listening	Beat Voice Song Long and short notes High and low notes Listen Compose Perform Tempo, Saxophone, Rhythm, Dynamics, Rhyme, Pitch, Structure, Improvise, Compose, Melody, Bass. Drums, Decks, Percussion,

Music Long Term Plan 2025 / 2026

				• everybody moves and sings differently. Rhythm • what the rhythm of a composition is. Pitch • what the pitch of a song is and how it can change. • how different songs have different pitches.	• that performing is a way of sharing music with others. Rhythm • why the rhythm is an important part of a composition. • that most compositions have a rhythm. Pitch • that the pitch of a song can affects the mood.	• describe the differences between two pieces of music. • express a basic opinion about music (like/dislike). Performing • listen and respond to other performers by playing as part of a group. • move and dance with the music. • join in sections of the song, e.g. chorus. Rhythm • begin to explain that the rhythm is a strong, regular repeated pattern of movement or sound. Pitch • explain that the pitch is a position of a single sound in the complete range of sound. E.g. Sounds are higher or lower in pitch according to the frequency of vibration of the sound waves producing them.	

Music Long Term Plan 2025 / 2026

Year	Unit	Key concept	Intent	Children will know:	Children will understand:	Children will be able to:	Vocabulary
1	Spring 1 Introducing Tempo and Dynamics 'How does music make the world a better place?' Spring 2 Combining pulse, rhythm and pitch. 'How does music help us to understand out neighbours?'	Key concepts; Listening Composing Performing	Building on their prior learning, children will continue to identifying the elements of Music and the particular parts needed to make up a song. The next part of this is to identify what the tempo and dynamics of a song are.	Tempo • that the tempo means the speed of a song. Dynamics • that the dynamics of a song mean how quietly or loudly a song should be played. Beat • what the beat of a composition is. Pulse • how this is another term used for the beat of a song. Rhythm • what the rhythm of a composition is. Pitch • what the pitch of a song is and how it can change.	Tempo • that the tempo of a song can completely change its overall impact. Dynamics • that the dynamics of a song can change its impact. Beat • how the beat of the song is consistent throughout. Pulse • how this is another term used for the beat of a song and it is consistent throughout a song. Rhythm • how the rhythm of the song is consistent throughout. Pitch • that the pitch can affect the mood.	Tempo • demonstrate a slow and fast tempo when playing along to a song. Dynamics • demonstrate loud and quiet dynamics when playing along to a song. Beat • identify it and clap/stamp along to the beat. Pulse • identify it and clap/stamp along to the pulse. Rhythm • begin to explain that the rhythm is a strong, regular repeated pattern of movement or sound. Pitch • explain that the pitch is a position of a single sound in the complete range of sound. E.g. Sounds are higher or lower in pitch according	Beat Voice Song Long and short notes High and low notes Listen Compose Perform Blues, Baroque, Latin, Irish folk, Funk,

				• how different songs have different pitches.		to the frequency of vibration of the sound waves producing them.	

Music Long Term Plan 2025 / 2026

Year	Unit	Key concept	Intent	Children will know:	Children will understand:	Children will be able to:	Vocabulary
1	Summer 1 Having fun with improvisation. 'What songs can we sing to help us through the day?' Summer 2 Explore sound and create a story. 'How does music teach us about looking after the planet?'	Key concepts; Listening Composing Performing	Building on their prior learning, children will continue to identifying the elements of Music and the particular parts needed to make up a song. The next part of this is to explore those elements with improvisation.	Improvisation. • that to improvise you make something up on the spot. Listening • certain songs can make them feel different emotions. • musical pieces can tell a story without words. • there are a range of instruments that make up one sound. • different countries/cultures and communities listen to different types of music.	Improvisation. • that improvisation doesn't have to be perfect. • that improvisation can be messy. Listening • that they need to be still and quiet to listen well.	Improvisation. • improvise along to a range of music pieces. Listening • certain songs can make them feel different emotions. • describe their thoughts and feelings when hearing the music. • describe what they see in their individual imaginations when listening to the piece of music. • talk about why they like or don't like the music. • identify some of the instruments they can hear. • identify a fast or slow tempo. • identify loud and quiet sounds as an introduction to understanding dynamics. • begin to understand where the music fits in the world.	Beat Voice Song Long and short notes High and low notes Listen Compose Perform Keyboard, Drums, Bass guitar,. Pulse, Rhythm, Pitch, Improvise, Compose, Perform,

Music Long Term Plan 2025 / 2026

				Performing • how to find and keep a steady beat. • how to clap/stamp along to a song.	Performing □ that performing is a way of sharing music with others.	• begin to understand the concept of there being different styles of music. • discuss the style of the music. • discuss together what the song or piece of music might be about. • talk about any other music they have heard that is similar. Performing • find and keep a steady beat. • invent different actions to move in time with the music. • move, dance and respond with their bodies in any way they can.	

Music Long Term Plan 2025 / 2026

Year 2: Essential Characteristics of a Musician

✓Knowledge of key terms and what they mean.
✓Base of Musical knowledge and vocabulary.
✓Involvement in listening, composing and performing.
✓Frequently utilised singing voices and simple instruments.

A passion for and commitment to the subject, and a real sense of curiosity to find out about music the world both now and throughout history.

Year	Unit	Key concept	Intent	Children will know:	Children will understand:	Children will be able to:	Vocabulary
2	Autumn 1 Exploring Simple patterns. 'How does music help us to make friends?' Autumn 2 Focus on dynamics and tempo.	Key concepts; Listening Composing Performing	In EYFS and Year 1 children explored the main elements of music such as the beat, pulse, rhythm, pitch, dynamics and tempo and how they work together. This term they are going to explore simple patterns and how those elements work together to create them. The unit title builds upon the unit in Y1 Autumn 1 on how singing helps us to make friends. In unit 2 we see another familiar question linked to the past, this was the	Listening • there are structural features in music they listen to. • musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • how to mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo.	Listening • music contains beat groupings, e.g. 2time, 3-time etc. • music can change the way we feel.	Listening • recognise structural features in music they listen to. • identify patterns in musical pieces. • listen to and recognise instrumentation. • begin to use musical vocabulary to describe music. • walk in time to the beat of a piece of music. • move and dance with the music confidently.	Tempo, Saxophone, Rhythm, Dynamics, Bass. Pitch, Audience. Rap, Improvise, Compose, Imagination Trumpet, Drums, Keyboard, Guitar, Percussion,

						• talk about how the music makes you feel.	

Music Long Term Plan 2025 / 2026

	'How does music teach us about the past?'		title of a unit studied in Y1 too.	• all music is different and can have different elements. • performers can often make up a group called a band. • the name of some orchestral instruments. Composing • how to create a musical sound effect and short sequences of sounds in response to music and video stimulus. • that graphic symbols can be used to keep a record of composed pieces. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • how to create a story, choosing and playing classroom instruments.	Composing • a musical sound effect can be made in response to music and video stimulus. • that not all music has to be record in note form but can be through graphic symbols such as dots and sticks. .	• find different steady beats. • describe tempo as fast or slow. • describe dynamics as loud or quiet. • join in sections of the song, e.g. call and response. • recognise some band and orchestral instruments. Composing • create a musical sound effect and short sequences of sounds in response to music and video stimulus. • use graphic symbols to keep a record of composed pieces. • use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	

Music Long Term Plan 2025 / 2026

Year	Unit	Key concept	Intent	Children will know:	Children will Understand:	Children will be able to:	Vocabulary
2	Spring 1 Exploring feelings through music. 'How does music make the world a better place?' Spring 2 Inventing a musical story. 'How does music teach us about our neighbourhood ?'	Key concepts; Listening Composing Performing	Following on from exploring simple patterns this term teaches children to explore feelings through music. Prior learning included looking at how music can make the world a better place, this will be built upon during this term. Similarly, the unit title about how music teaches us about our neighbourhood links to the Spring term in Y1's unit title and this will be recapped and built upon.	Listening • musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. • all music is different and can have different elements. Composing • how to create a musical sound effect and short sequences of sounds in response	Listening • music can change the way we feel. Composing	Listening • identify patterns in musical pieces. • begin to use musical vocabulary to describe music. • move and dance with the music confidently. • talk about how the music makes you feel. • listen to and repeating a short, simple melody by ear. suggest improvements to their own and others' work. • begin to use musical vocabulary to describe music. Composing • create a musical sound effect and short sequences of sounds in response to	Keyboard, Drums, Bass, Electric Guitar, Pulse, Rhythm, Pitch, Improvise, Compose, Perform, Audience, Melody, Dynamics, Tempo, Reggae,

					• a musical sound effect can be made in response to music and video stimulus.		

				to music and video stimulus. - that graphic symbols can be used to keep a record of composed pieces. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - how to create a story, choosing and playing classroom instruments.	- that not all music has to be recorded in note form but can be through graphic symbols such as dots and sticks. a - musical piece can tell a story.	music and video stimulus. - use graphic symbols can be used to keep a record of composed pieces. - use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. - create a story, choosing and playing classroom instruments. - create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.	

Music Long Term Plan 2025 / 2026

Year	Unit	Key concept	Intent	Children will know:	Children will understand:	Children will be able to:	Vocabulary
2	Summer 1 Music that makes you dance. How does music make us happy? Summer 2 Exploring improvisation How does Music teach us about looking after our planet?	Key concepts; Listening Composing Performing	Prior learning will be built upon from Y1 Summer term linked to music being able to affect emotions and also to develop skills of improvisation.	Listening • that musical vocabulary is used to describe music. • how to suggest improvements to their own and others' work. Composing • that a musical sound effect and short sequences of sounds are found within music and video stimulus. Performing • how to mark the beat of a listening piece by tapping or	Listening • that music can change the way we feel. Composing • that a musical sound effect can be made in response to music and video stimulus.	Listening • identify patterns in musical pieces. • begin to use musical vocabulary to describe music. • move and dance with the music confidently. • talk about how the music makes you feel. • mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. • walk in time to the beat of a piece of music. Composing • create a musical sound effect and short sequences of sounds in response to music and video stimulus.	Keyboard, Drums, Glockenspiel, Guitar, Melody, Dynamics, Tempo, Bass, Pulse, Rhythm, Pitch, Improvise, Compose, Perform,

Music Long Term Plan 2025 / 2026

				clapping and recognising tempo, as well as changes in tempo. how to walk-in time to the beat of a piece of music. how to practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. how to talk about what the song means and why it was chosen to share. that there is a difference between rehearsing a song and performing it.	Performing • that with practice we can learn a song and it will remain in our memory. • Songs often have a meaning. • the difference between rehearsing a song and performing it.	Performing • practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • talk about what the song means and why it was chosen to share. • talk about the difference between rehearsing a song and performing it.	