

2026 Music Planning

New for 2024/25! This Music long-term plan has recently been updated to reflect refreshed content. See [here](#) for more information.

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	Exploring sound	Music and movement	Transport	Big band
Year 1	Keeping the pulse (My favourite things)	Sound patterns (Fairytale)	Pitch (Superheroes)	Musical symbols (Under the sea)
Year 2	Call and response (Animals)	Instruments (Musical storytelling)	Structure (Myths and legends)	Pitch (Musical me)
Year 3	Ballads	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)	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)
Year 6	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Baroque	Composing and performing a Leavers' Song

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Year 3			
Unit 1	Ballads	Unit 3	Pentatonic melodies and composition (Theme: Chinese New Year)
	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.		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.
Unit 2	Developing singing technique (Theme: The Vikings)	Unit 4	Traditional instruments and improvisation (Theme: India)
	Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.		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			
Unit 1	Body and tuned percussion (Theme: Rainforests)	Unit 3	Samba and carnival sounds and instruments
	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.		Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.
Unit 2	Changes in pitch, tempo and dynamics (Theme: Rivers)	Unit 4	Adapting and transposing motifs (Theme: Romans)
	Representing the different stages of a river through vocal and percussive ostinatos, culminating in a final group performance.		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.

Year 5			
Unit 1	Composition notation (Theme: Ancient Egypt)	Unit 3	South and West Africa
	Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to further develop understanding of staff notation.		Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.
Unit 2	Blues	Unit 4	Composition to represent the festival of colour (Theme: Holi festival)
	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.		Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition.

Year 6			
Unit 1	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Unit 3	Baroque
	Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.		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.
Unit 2	Theme and Variations (Theme: Pop Art)	Unit 4	Composing and performing a Leavers' Song
	Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments		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.