

Longvernal Primary School
Music Long Term Plan 2025- 2026



Music is a universal language that embodies one of the highest forms of creativity. Music should engage and inspire pupils to develop a gradually deepening love for music and their talent as musicians across the wide breadth of study: singing, playing, rehearsing, composing, notating, listening, responding, describing and discussing. 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.

In Early Years we value Music as an important part of the children's entitlement to a broad and balanced curriculum. Music provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas. Teaching in the Early Years Foundation Stage is underpinned by the Characteristics of Effective Learning.

Music is an integral and well-resourced part of life in Early Years. We aim for music sessions to be fun and inspiring, engaging the children with songs, lyrics and movement. Music allows our children to feel reflective and expressive, developing their own appreciation of music with the opportunities that we provide. Music is planned in-line with the development matters statements along with cross curricular links to their own interests. Through our music session children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play suitable instruments effectively to create and express their own and others' music. Through a range of group sessions children have opportunities to explore sounds, listen actively, compose and perform.

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Acorns (YN)	<p><u>Caterpillars</u></p> <p><u>Listening and Evaluating</u></p> <p>Responds to sounds and music with movement, gestures, facial expressions or vocalisation.</p> <p>Shows enjoyment or dislike of sounds.</p> <p>Begins to notice changes in tempo (fast/slow) and dynamics (loud/quiet).</p> <p><u>Creating Sound</u></p> <p>Explores ways of making sounds using voice, instruments or objects.</p> <p>Experiments with loud/soft, high/low sounds.</p> <p><u>Notation</u></p> <p>Responds to pictorial cues or gestures representing sounds.</p> <p>Begins to notice patterns in sounds.</p> <p><u>Improvising and Composing</u></p> <p>Experiments with making different sounds to represent ideas, stories or feelings.</p> <p>Explores combining voice, body and instruments freely.</p> <p><u>Performing</u></p> <p>Performs spontaneously for adults or peers.</p> <p>Joins in group music-making when prompted.</p> <p>Begins to show awareness of others when singing or playing.</p> <p><u>Butterflies</u></p> <p><u>Listening and Evaluating</u></p> <p>Listens with more focus to short songs, rhymes and musical phrases.</p> <p>Begins to identify simple patterns in rhythm and pitch.</p> <p>Can express likes/dislikes and respond to the mood of music.</p> <p><u>Creating Sound</u></p> <p>Sings simple songs and rhymes from memory.</p> <p>Uses instruments to create and combine sounds.</p> <p>Begins to control pitch and volume in response to music.</p> <p><u>Notation</u></p> <p>Follows simple visual symbols (dots, lines, pictures) to indicate when to sing or play instruments.</p> <p>Recognises high/low and loud/soft through symbols.</p> <p><u>Improvising and Composing</u></p> <p>Creates short sequences of sounds or rhythms to represent ideas or stories.</p> <p>Combines voices, bodies and instruments with dance.</p> <p>Begins to respond to musical prompts.</p> <p><u>Performing</u></p> <p>Performs short songs or rhythms for peers or adults and expresses feelings through performance.</p> <p>Begins to take turns and maintain attention during group performance.</p>					

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	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
Holly Class (YR)	<p><u>Listening and Evaluating</u></p> <p>Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music. Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling. Showing preferences for certain music or sounds. Listening to music from a wide variety of cultures and historical periods.</p> <p><u>Creating Sound</u></p> <p>Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Exploring different ways of making sound with everyday objects and instruments. Exploring different ways of holding a range of instruments. Starting to show a preference for a dominant hand when playing instruments. Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. Finding a comfortable static position when playing instruments or singing.</p> <p><u>Notation</u></p> <p>Developing an awareness of high and low through pictorial representations of sound. Developing an awareness of how simple marks or objects can show single beats and single beat rests.</p> <p><u>Improvising and Composing</u></p> <p>Exploring and imitating sounds from their environment and in response to events in stories. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting classroom objects to use as instruments. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling.</p> <p><u>Performing</u></p> <p>Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group and demonstrating being a good audience member, by looking, listening and maintaining attention.</p>					

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	Keeping the Pulse	Tempo (Snail and Mouse)	Dynamics (Seaside)	Sound Patterns (Fairytale)	Pitch (Superheroes)	Musical Symbols (Under the Sea)
Oak Class (Y1)	<p><u>Listening and Evaluating</u></p> <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>Beginning to move in time with the beat of the music.</p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>Appreciating music from a wide variety of cultures and historical periods.</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p><u>Creating Sound</u></p> <p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p> <p>Breathing at appropriate times when singing.</p> <p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</p> <p>Developing an awareness of how sound is affected by the way an instrument is held.</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p> <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>					

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Notation

Reading different types of notation by moving eyes from left to right as sound occurs.

To know that notation is read from left to right.

To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.

Recognising pitch patterns using dots.

Using pictorial representations to stay in time with the pulse when singing or playing.

Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).

Beginning to read simple rhythmic patterns which include two half beats (quavers).

To know that pictorial representations of rhythm show sounds and rests.

Improvising and Composing

Creating sound responses to a variety of physical stimuli such as nature, artwork and stories.

Improvising simple question and answer phrases, using untuned percussion or voices.

Experimenting with creating different sounds using a single instrument.

Experimenting with creating loud, soft, high and low sounds.

Selecting objects and/or instruments to create sounds to represent a given idea or character.

Playing and combining sounds under the direction of a leader (the teacher).

Performing

Offering positive feedback on others' performances

Starting to maintain a steady beat throughout short singing performances.

Keeping head raised when singing.

Keeping instruments still until their part in the performance.

Performing actively as part of a group; keeping in time with the beat.

Showing awareness of the leader particularly when starting or ending a piece.

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	Call and Response (Animals)	Instruments (Musical Storytelling)	Singing (On this Island)	Contrasting Dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical Me)
Chestnut Class (Y2)	<p><u>Listening and Evaluating</u></p> <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Confidently moving in time with the beat of the music when modelled.</p> <p>Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> <p>Stating what they enjoyed about their peers' performances.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>Appreciating music from a wide variety of cultures and historical periods.</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p><u>Creating Sound</u></p> <p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p> <p>Breathing at appropriate times when singing.</p> <p>Adapting their singing voice to be loud or soft at the direction of a leader.</p> <p>Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.</p> <p>Singing part of a given song in their head (using their 'thinking voice').</p> <p>Developing an awareness of how sound is affected by the way an instrument is held.</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling.</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.</p> <p>Starting to understand how to produce different sounds on pitched instruments.</p>					

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Maintaining a comfortable position when sitting or standing to sing and play instruments.

Notation

Reading different types of notation by moving eyes from left to right as sound occurs.

To know that notation is read from left to right.

To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.

Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).

Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).

Beginning to read simple rhythmic patterns which include two half beats (quavers).

To know that pictorial representations of rhythm show sounds and rests.

Improvising and Composing

Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.

Improvising simple question and answer phrases, using untuned percussion or voices.

Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.

Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.

Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Performing

Offering positive feedback on others' performances.

Starting to maintain a steady beat throughout short singing performances

Standing or sitting appropriately when performing or waiting to perform.

Beginning to acknowledge their own feelings around performance.

Performing actively as a group, clearly keeping in time with the beat.

Following a leader to start and end a piece appropriately.

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	Ballads	Creating Compositions in Response to an Animation (Theme: Mountains)	Developing Singing Technique (Theme: Vikings)	Pentatonic Melodies and Composition (Theme: Chinese New Year)	Jazz	Traditional Instruments and Improvisation (Theme: India)
Maple Class (Y3)	<p><u>Listening and Evaluating</u></p> <p>Explaining their preferences for a piece of music using musical vocabulary. Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Understanding that music from different times has different features.</p> <p><u>Notation</u></p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p> <p><u>Improvising and Composing</u></p> <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Beginning to improvise musically within a given style using their voice. Suggesting and implementing improvements to their own work, using musical vocabulary. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p><u>Performing</u></p> <p>Offering constructive feedback on others' performances. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>					

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	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)
Cherry Class (Y4)	<p><u>Listening and Evaluating</u></p> <p>Explaining their preferences for a piece of music using musical vocabulary. Recognising the use and development of motifs in music Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p><u>Notation</u></p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p><u>Improvising and Composing</u></p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style using an instrument. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure.</p> <p><u>Performing</u></p> <p>Offering constructive feedback on others' performances. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>					

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	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
Willow Class (Y5)	<p><u>Listening and Evaluating</u></p> <p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p> <p><u>Notation</u></p> <p>To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>Using staff notation to record rhythms and melodies.</p> <p><u>Improvising and Composing</u></p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p><u>Performing</u></p> <p>Using musical vocabulary to offer constructive and precise feedback on others' performances.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p>					

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	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
Sycamore Class (Y6)	<p><u>Listening and Evaluating</u></p> <p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p><u>Notation</u></p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p><u>Improvising and Composing</u></p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p><u>Performing</u></p> <p>Using musical vocabulary to offer constructive and precise feedback on others' performances.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Performing by following a conductor's cues and directions.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p>					