



Music Long Term Plan

Revised 2025/ 2026

Intent:

- We want our pupils to develop a lifelong love of music, appreciating how it can make us feel, share messages and to be curious about the world around them, in doing so developing tolerance.
- We want our pupils to experience a wide range of musical instruments, playing and observing experts and exploring their use within a range of musical genres.
- We want our pupils to be able to express themselves through music, to be able to compose and record using musical notation to represent their ideas.
- To be able to perform musical numbers, their own and other people's.
- To be able to know a range of composers and musical artists both past and present, from different genres.

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | <ul style="list-style-type: none"> -Join in with and remember songs and rhymes anticipating phrases and actions -Make rhythmical and repetitive sounds using the environment and their own body (tapping a bottle on table, running twig along a fence) | <ul style="list-style-type: none"> -Listen carefully to sounds and music -Respond to what they have heard (sound matching games, movement) -Move and dance to music -Join in with songs -Use body percussion | <ul style="list-style-type: none"> -Explore a range of sound making instruments. -Begin to be aware of the names of different instruments. | <ul style="list-style-type: none"> -Respond to what they have heard (sound matching games, movement) -Play instruments with control in different ways. | <ul style="list-style-type: none"> Respond to what they have heard (sound matching games, movement) -Play instruments with control in different ways. | <ul style="list-style-type: none"> -Express their thoughts and feelings on what they have heard -Play instruments to express feelings and ideas |

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| | <p>Nursery Rhymes Singing skills Making sounds in the environment</p> | <p>Nativity Singing skills Using body percussion when singing and dancing.</p> | <p>Explore different instruments Stop and start when playing Play loud/quiet, fast/slow.</p> | <p>Chinese New Year song and Dragon Dance Music Sound matching games Stop and start when playing Play loud/quiet, fast/slow</p> | | <p>Express likes and dislikes. Express how the music makes them feel.</p> |
| Reception | <p>-Join in with and sing nursery rhymes. Listen attentively to music -Play movement and listening games -Tap rhythms to accompany words and songs</p> | <p>-Move to and talk about music -Sing in a group or on their own</p> | <p>-Respond to and express their feelings</p> | <p>-Express opinions about music and performances -Keep a steady beat (instruments and singing, dancing, tapping) -Move to and respond to changes in music. -Replicate choreographed dances from around the world.</p> | <p>-Know people write music and know the names of composers.</p> | <p>-Create their own music -Perform their own dances</p> |
| | <p>Nursery Rhymes Copy back simple patterns Body percussion Singing skills See Charanga Unit Autumn 1 Me!</p> | <p>Performance Singing skills</p> | <p>Can be linked to Vivaldi's Spring</p> | <p>Chinese New Year song and Dragon Dance Music Exploring other cultures Performance Create a beat to move to Play tuned percussion and recognise high and low notes.</p> | <p>Begin to be aware of different composers.</p> | <p>Performance Singing skills Playing different instruments Copy patterns within the music, to move in time</p> |

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| 1 | Singing - Charanga- How can we make friends when we sing? My Musical Heartbeat | Nativity Traditional Christmas Carols | Peter and the wolf- Prokiev (Disney film version to accompany) How does music connect us with the past? (Charanga) | Begin to explore adding musical instruments to background track, how does that change the piece? | Summertime Download: Summertime Key Stage 1 lesson one | Using Charanga's song book choose a selection of appropriate songs to learn by heart, to perform in assembly |
| | Unit 1 Model Curriculum Vocal warm ups | Performance Sing songs from memory - be able to describe good body posture | Recognising a range of instruments and their qualities. High/low notes Recognise some band and orchestral instruments To know about key composers and musicians. | Explore wooden blocks, shakers and untuned instruments | Learning Focus: Lyric writing, Pulse Themes: Seasons, Science, Geography BBC | Singing skills |
| 2 | How does music help us to make the world a better place? | Nativity Traditional Christmas Carols | Sorcerer's Apprentice P. Dukas How does music connect us to the past? (Charanga) | I Am a Robot Download: I am a Robot Key Stage 1 lesson one Download: I am a Robot lesson two Download: I am a Robot Key Stage 1 lesson three Download: Welsh I am a Robot Key Stage 1 lesson one | | Using Charanga's song book choose a selection of appropriate songs to learn by heart, to perform in assembly |
| | Charanga – Model Curriculum –unit 1 Vocal warm ups | Performance Sing as part of a choir. Demonstrate good singing posture. | To know about key composers and musicians. | Learning Focus: Body Percussion, Pulse, Rhythm, Composition, Voice as an instrument, Themes: Science, Maths, Technology | | Singing skills |
| 3 | Charanga - Let your spirit fly Glockenspiel 1 | Christmas Carols – see KO for specifics Nativity – Y2 | Vivaldi's Spring How does music connect us with the past? (Charanga) | To create a short piece of music inspired by weather. | I Am a Robot Download: I am a Robot Key Stage 1 lesson one | KS 2 Performance-Y3 |

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| | | Choir –Y3 | | Link back to Vivaldi's Spring | Download: I am a Robot lesson two Download: I am a Robot Key Stage 1 lesson three Download: Welsh I am a Robot Key Stage 1 lesson one | Y2 To create a range of musical instruments. |
| | To play a musical instrument - to recognise notes on the stave and on the instrument - see Skills doc for specifics Vocal warm ups | Performance | To know about key composers and musicians. | To explore a wide range of instruments - how can they represent weather sounds? | Learning Focus: Body Percussion, Pulse, Rhythm, Composition, Voice as an instrument, Themes: Science, Maths, Technology | Y3 -Discuss and respond to any feedback, consider how future performances might be different and share a song that has been learned in the lesson, from memory, or with notation and with confidence |
| 4 | Mamma Mia Abba -Glockenspiel | Christmas Carols The Nutcracker Tchaikovsky | Creating music inspired by music from around the world. | Charanga- Bye, Bye Blackbird Local bands! The Liverpool sound To create a short piece of music inspired by weather. Link back to Vivaldi's Spring | Music from the 1920s and 2000s (Check for clean edit) | KS2 performance |
| | Find and keep a steady beat Vocal warm ups | How does music connect us to the past? To know about key composers and musicians. | Use a range of instruments to make their own music. | Unit 4 original scheme To explore a wide range of instruments - how can they represent weather sounds? | Look at past and current influencers in music in these periods https://www.lancashiremusichub.co.uk/charanga-sing#search= | Talk about what the rehearsal and performance has taught the student |
| 5 | Music from around the world - | Traditional Christmas Carols | Hall of the Mountain King - Edvard Grieg Compare - Night on a bald mountain, Modest Mussorsgsky | Charanga -Fresh Prince of Belair (Old scheme) | Music from 60/70s and 2020s (Check for clean edit) | KS2 Performance |

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| | | | How does music link us to the past (Charanga unit - model curriculum) | | | |
| | To create a piece of music which reflects this country | Singing skills- harmony and choral Vocal warm ups | To know about key composers and musicians. https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9LlwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg Focus on brass instruments and their role in the pieces. | Explore Rap as a genre | Look at past and current influencers in music in these periods https://www.lancashiremusicclub.co.uk/charanga-sing#search= | Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience |
| 6 | Developing melodic phrases- how does music bring us together? Charanga-new model | Traditional Christmas Carols | Henry Rurcell - Abdelazer-Rondeau | Music from around the world - | Music from 80/90s and current (Check for clean edit) | KS2 Performance |
| | | Singing skills Vocal warm ups Two /3 part songs | Key British composer https://www.bbc.co.uk/programmes/articles/16ndky0F6hMWvJ3Xcbc44Dq/abdelazer-rondeau-by-henry-purcell To know about key composers and musicians. | To create a piece of music which reflects this country | Look at past and current influencers in music in these periods https://www.lancashiremusicclub.co.uk/charanga-sing#search= | Create, rehearse and present a holistic performance for a specific event, for an unknown audience. |