

Units can be taught in a different order as long as they remain within the same year group.  
N.B. All units contain five lessons, unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Set up continuous provision in your classroom. See our <a href="#">Teacher guidance</a>	<a href="#">Celebration music</a>	<a href="#">Exploring sound</a>	<a href="#">Music and movement</a>	<a href="#">Musical stories</a>	<a href="#">Big band</a>
<b>Year 1</b>	<a href="#">Pulse and rhythm (Theme: All about me)</a>	<a href="#">Classical music, dynamics and tempo (Theme: Animals)</a>	<a href="#">Musical vocabulary (Theme: Under the sea)</a>	<a href="#">Timbre and rhythmic patterns (Theme: Fairy tales)</a>	<a href="#">Pitch and tempo (Theme: Superheroes)</a>	<a href="#">Vocal and body sounds: (Theme: By the sea)</a>
<b>Year 2</b>	<a href="#">African call and response song (Theme: Animals)</a>	<a href="#">Orchestral instruments (Theme: Traditional stories)</a>	<a href="#">Musical me</a>	<a href="#">Dynamics, timbre, tempo and motifs (Theme: Space)</a>	<a href="#">On this island: British songs and sounds</a>	<a href="#">Myths and legends</a>
<b>Year 3</b>	<a href="#">Ballads</a>	<a href="#">Creating compositions in response to an animation (Theme: Mountains)</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Jazz</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
<b>Year 4</b>	<a href="#">Body and tuned percussion (Theme: Rainforests)</a>	<a href="#">Rock and roll</a>	<a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a>	<a href="#">Haiku, music and performance (Theme: Hanami)</a>	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Adapting and transposing motifs (Theme: Romans)</a>
<b>Year 5</b>	<a href="#">Composition notation (Theme: Ancient Egypt)</a>	<a href="#">Blues</a>	<a href="#">South and West Africa</a>	<a href="#">Composition to represent the festival of colour (Theme: Holi festival)</a>	<a href="#">Looping and remixing</a>	<a href="#">Musical theatre</a>
<b>Year 6</b>	<a href="#">Advanced rhythms</a>	<a href="#">Dynamics, pitch and tempo (Theme: Fingal's Cave)</a>	<a href="#">Songs of WW2</a>	<a href="#">Film music</a>	<a href="#">Theme and variations (Theme: Pop Art)</a>	<a href="#">Composing and performing a Leavers' Song (6 lessons)</a>

<p><b>Unit 1</b></p>	<p><u>Celebration music</u> (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>
<p><b>Unit 2</b></p>	<p><u>Exploring sound</u> (5 lessons) Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.</p>
<p><b>Unit 3</b></p>	<p><u>Music and movement</u> (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>
<p><b>Unit 4</b></p>	<p><u>Musical stories</u> (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>
<p><b>Unit 5</b></p>	<p><u>Big band</u> (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.</p>



Our EYFS lessons are a natural precursor to our Year 1 Music plans and focus not only on discrete music learning but also on how to incorporate music into all the other areas of learning.

Please read the teacher guidance for:

[Teacher guidance: Music and continuous provision](#)

Year 1			
<b>Autumn 1</b>	<u>Pulse and rhythm (Theme: All about me) (5 lessons)</u>	<b>Autumn 2</b>	<u>Classical music, dynamics and tempo (Theme: Animals) (5 lessons)</u>
	Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.		Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.
<b>Spring 1</b>	<u>Musical Vocabulary (Theme: Under the sea) (5 lessons)</u>	<b>Spring 2</b>	<u>Timbre and rhythmic patterns (Theme: Fairytales) (5 lessons)</u>
	Exploring key musical vocabulary.		Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.
<b>Summer 1</b>	<u>Pitch and tempo (Theme: Superheroes) (5 lessons)</u>	<b>Summer 2</b>	<u>Vocal and body sounds: (Theme: By the sea) (5 lessons)</u>
	Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.		Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.

Year 2

<b>Autumn 1</b>	<u><b>African call and response song (Theme: Animals) (5 lessons)</b></u>	<b>Autumn 2</b>	<u><b>Orchestral instruments (Theme: Traditional Western stories) (5 lessons)</b></u>
	Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.		Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.
<b>Spring 1</b>	<u><b>Musical me (5 lessons)</b></u>	<b>Spring 2</b>	<u><b>Dynamics, timbre, tempo and motifs (Theme: Space) (5 lessons)</b></u>
	Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.		Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.
<b>Summer 1</b>	<u><b>On this island: British songs and sounds (5 lessons)</b></u>	<b>Summer 2</b>	<u><b>Myths and Legends (5 lessons)</b></u>
	Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.		Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.

Year 3			
Autumn 1	<b><u>Ballads</u> (5 lessons)</b>	Autumn 2	<b><u>Creating compositions in response to an animation (Theme: Mountains)</u> (5 lessons)</b>
	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.		Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.
Spring 1	<b><u>Developing singing technique (Theme: The Vikings)</u> (5 lessons)</b>	Spring 2	<b><u>Pentatonic melodies and composition (Theme: Chinese New Year)</u> (5 lessons)</b>
	Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.		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.
Summer 1	<b><u>Jazz</u> (5 lessons)</b>	Summer 2	<b><u>Traditional instruments and improvisation (Theme: India)</u> (5 lessons)</b>
	Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.		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			
<b>Autumn 1</b>	<b><u>Body and tuned percussion (Theme: Rainforests) (5 lessons)</u></b>	<b>Autumn 2</b>	<b><u>Rock and Roll (5 lessons)</u></b>
	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.		Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.
<b>Spring 1</b>	<b><u>Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons)</u></b>	<b>Spring 2</b>	<b><u>Haiku, music and performance (Theme: Hanami) (5 lessons)</u></b>
	Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.		Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
<b>Summer 1</b>	<b><u>Samba and carnival sounds and instruments (5 lessons)</u></b>	<b>Summer 2</b>	<b><u>Adapting and transposing motifs (Theme: Romans) (5 lessons)</u></b>
	Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.		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			
<b>Autumn 1</b>	<u>Composition notation (Theme: Ancient Egypt) (5 lessons)</u>	<b>Autumn 2</b>	<u>Blues (5 lessons)</u>
	Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.		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.
<b>Spring 1</b>	<u>South and West Africa (5 lessons)</u>	<b>Spring 2</b>	<u>Composition to represent the festival of colour (Theme: Holi festival) (5 lessons)</u>
	Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.		Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.
<b>Summer 1</b>	<u>Looping and remixing (5 lessons)</u>	<b>Summer 2</b>	<u>Musical theatre (5 lessons)</u>
	Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.		An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

Year 6			
<b>Autumn 1</b>	<u>Advanced rhythms</u> (5 lessons)	<b>Autumn 2</b>	<u>Dynamics, pitch and tempo (Theme: Fingal's Cave)</u> (5 lessons)
	Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.		Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.
<b>Spring 1</b>	<u>Songs of WW2</u> (5 lessons)	<b>Spring 2</b>	<u>Film music</u> (5 lessons)
	Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.		Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.
<b>Summer 1</b>	<u>Theme and Variations (Theme: Pop Art)</u> (5 lessons)	<b>Summer 2</b>	<u>Composing and performing a Leavers' Song</u> (6 lessons)
	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.