



Music Long Term planning



EYFS

Musical opportunities through continuous provision.



Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Keeping the pulse - My favourite things	Tempo - Snail and Mouse	Dynamics - Seaside	Sound patterns - Fairytales	Pitch - Superheroes	Under the sea
<p>Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.</p>	<p>Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story</p>	<p>Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.</p>	<p>Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.</p>	<p>Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.</p>	<p>Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation</p>



Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
West African call and response Song. Theme - Animals	Orchestral instruments Theme - Traditional Western stories	Musical Me	Dynamics, timbre, tempo and motifs Theme - Space	On this island: British songs and sounds	Myths and Legends
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.	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.	Taking inspiration from the British Isles, exploring how to create sounds to represent 3 contrasting landscapes: seaside, countryside and city, creating their own landscapes.	Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.