



Low Furness CE Primary School  
Music Long Term Plan



<b>Year A</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<p>(Prior learning required for Year 1 units below)</p> <p>Sing some well-known nursery rhymes and songs.</p> <p>Move in time to the music Sing along with others.</p> <p>Explain how singing makes them feel.</p> <p>Explain what a melody and lyrics are.</p>	<p>(Prior learning required for Year 1 units below)</p> <p>Understand the terms melody and lyrics.</p> <p>Sing some well-known nursery rhymes and songs.</p> <p>Sing along with others.</p> <p>Understand that some songs tell a story.</p>	<p>(Prior learning required for Year 1 units below)</p> <p>Explain the terms tempo and dynamics.</p> <p>Describe music using musical vocabulary.</p> <p>Know the terms pitch, rhythm, pulse and dynamics.</p> <p>Talk about music that they have heard.</p> <p>Know the names of a selection of untuned instruments.</p> <p>Copy back simple musical rhythms.</p>
<b>Year 1 and 2</b>	<p>Year 1 - Being Together in Music</p> <p>Year 1 Introducing rhythm and pulse</p>	<p>Year1 - Introducing Pitch</p>	<p>Year 2 - Introducing rhythm and pulse 2</p>



## Low Furness CE Primary School Music Long Term Plan



		Year 2 - Being together in music 2	Year 2 - Introducing Pitch 2
<b>Year 3 and 4</b>	Year 3 - Introducing singing in rounds (texture)  Year 3 - Untuned percussion - (Mastering Rhythm)	Year 3 - History of singing  Year 4 - Introducing texture 2	Year 4 - Untuned percussion (Mastering rhythm 2)  Year 4 -The history of singing 2
<b>Year 5 and 6</b>	Year 5 - Untuned percussion (Musical Stories)  Year 5 - Introducing Structure	Year 5 - Musical notation 3  Year 6 - Singing Musical stories 2	Year 6 - Introducing structure 2  Year 6 - Musical notation 4

**Year B**



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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	<p>(Prior learning required for Year 2 units below)</p> <p>Play simple copy-cat rhythms.</p> <p>Move to the beat of a song.</p> <p>Have some experience of playing percussion instruments.</p> <p>Sing some well-known nursery rhymes and songs.</p> <p>Copy back simple melodies and rhythms.</p> <p>Talk in simple terms about music they have listened to.</p>	<p>(Prior learning required for Year 2 units below)</p> <p>Copy back simple rhythms.</p> <p>Maintain the pulse of a piece of music.</p> <p>Explain the difference between rhythm and pulse.</p> <p>Express their own responses to a piece of music.</p> <p>Sing simple compositions as part of a group.</p> <p>Follow simple conducting cues.</p> <p>Use the terms pitch, melody, lyrics and dynamics to describe sounds.</p> <p>Discuss musical works that they already know.</p>	<p>(Prior learning required for Year 2 units below)</p> <p>Explain the difference between tempo and dynamics.</p> <p>Play a selection of untuned instrument control tempo and dynamics when playing untuned instruments.</p> <p>Describe the impact of a change in tempo or dynamics.</p> <p>Describe how different musical pieces make us feel.</p> <p>Use musical vocabulary appropriately.</p> <p>Know that music evokes different emotions for different people.</p> <p>Know that musical styles have changed through time.</p>
<b>Year 1 and 2</b>			



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	<p>Year 1 - Introducing tempo and dynamic</p> <p>Year 1 - Exploring emotions through music</p>	<p>Year 1 - Experimenting with sounds (duration)</p> <p>Year 2 - Introducing tempo and dynamic 2</p>	<p>Year 2 - Exploring emotions through music 2</p> <p>Year 2 - Experimenting with Sounds 2</p>
<b>Year 3 and 4</b>	<p>Year 3 - Musical notation</p> <p>Year 3 - Composition</p>	<p>Year 3 - Introducing timbre</p> <p>Year 4 - Musical notation 2</p>	<p>Year 4 - Composition 2</p> <p>Year 4 - Introducing timbre 2</p>
<b>Year 5 and 6</b>	<p>Year 5 - Singing</p> <p>Music technology</p> <p>Year 5 - Composition 3</p>	<p>Year 5 - Improvisation</p> <p>Year 6 - Music technology 2</p>	<p>Year 6 - Composition 4</p> <p>Year 6 - Improvisation 2</p>