



John Blow Primary School
Music Long Term Plan
2026-2027

Child-friendly definition of Music

Music is the art of creating and enjoying sounds.
 It helps us express our feelings, ideas, and stories through **singing**, playing instruments, and making rhythms.
 By **listening** to music, we can learn about different cultures, styles, and emotions.
 Through **composing** and creating our own music, we can share our ideas with others.
 By **performing** music, we can build confidence and bring people together through sound.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS					
Singing Join in with familiar songs and rhymes. Use their voice to sing simple melodies and repeated phrases. Sing together with others. Body percussion Explore different body sounds such as clapping, tapping and stamping. Use their body to make simple rhythms. Copy and repeat simple body percussion patterns. Create and share their own simple rhythms with others.		Composing (Percussion) Explore different percussion instruments and the sounds they make. Make up simple rhythms using percussion instruments. Choose instruments to create different sounds. Play and share their own simple music with others.		Singing Sing familiar songs and rhymes with confidence. Use their voice to sing simple melodies with a wider range of notes. Sing together with others, keeping in time. Respond to visual and verbal cues such as start, stop, loud and soft.	
Year 1					
Body percussion  Body Percussion  Composing	 Singing	Singing Widen the vocal range to about 5 notes. Introduce call and response songs, sung from memory. Sing songs both with and without accompaniment.	Composing Explore the use of graphic scores for creation of sounds, inventing own symbols.e.g. — ■ ■ ■ ○ ↗ ↘	Singing Widen the vocal range to include the pentatonic scale. Copy the dynamics of call and response songs - soft (piano), loud (forte), medium loud (mezzo forte).	Composing Create and combine musical sounds and sound effects to tell a story (a train journey, a storm etc.) Musicianship / Performance Know the difference between a



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Take turns improvising a 4 beat pattern for others to copy, using untuned percussion, or body percussion. Musicianship / Performance Take part in copying and creating rhythm pattern chants e.g. Caterpillar caterpillar caterpillar crawl	Introduce simple chants and songs using a limited range of around 3 notes (mi to so), to be sung from memory. Sing songs together, at the same pitch. Respond to visual directions - stop, start. Listening MMC suggested Y1 core listening pieces: Mozart - Rondo Alla Turca Holst - Jupiter from The Planet Suite Kate Bush - Wild Man Ma Rainey - Runaway Blues Sérgio Mendes - Fanfarra Introduce short extracts of a variety of pieces throughout the year. Discuss the mood or feeling of the music. What might the music be describing?	Increase visual directions, including counting in. Listening Continue to introduce new pieces of music, as well as revisiting previous ones. Find the pulse of the music and tap along (2 fingers on palm of hand). Start to compare the speed (tempo) of 2 contrasting pieces of music and discuss. What effect does this have on the mood?	Make up sequences of long and short, high and low sounds in pairs. Musicianship / Performance Perform rhythmic ostinati over a steady beat. March to a pulse, speeding up or slowing down in time with the tempo of the music.	Respond to visual directions for loud and soft. Listening Continue to introduce new pieces of music, as well as revisiting previous ones. Copy the rhythm of a short section of the music. Know the difference between pulse and rhythm.	rhythmic pattern and a pitch pattern. Perform simple songs from memory, following directions (stop, start, count in, loud, soft)
Year 2					



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 Body Percussion Body percussion Composing Play or clap copycat rhythms, copying a leader and inventing rhythms for others to copy. Musicianship / Performance Create rhythms using word phrases. Respond independently to pitch changes of short phrases, indicating with actions (i.e. hands high, hands low).	 Singing Sing songs with a range of around 5 notes (do to so), some from memory. Sing songs together, at the same pitch. Respond to visual directions - stop, start, loud, soft. Listening MMC suggested Y2 core listening pieces: Anna Clyne - Night Ferry Ravel - Bolero Elvis Presley - Hound Dog The Beatles - With A Little Help From My Friends Gong Kebyar of Peliatan - Baris Introduce short extracts of a variety of pieces throughout the year.	Singing Widen the vocal range to about 5 notes. Introduce call and response songs, sung from memory. Sing songs both with and without accompaniment. Increase visual directions, including counting in. Listening Find the pulse of the music and clap or tap along (2 fingers on palm of hand), being able to follow changes in the speed (tempo). Walk or march on the spot in time to music and know the difference between left and right. Discuss the mood / feeling of the music, the tempo, dynamics.	Composing Use stick notation for crotchet rests, crotchets and quavers as a means of composing short pieces for untuned percussion.  Musicianship / Performance Create rhythms using word phrases and represent them with stick notation. Independently recreate rhythmic phrases and create different 'answer' phrases.	 Djembe drums How can we use drums to create and perform rhythm patterns? Composing Work with a partner to create simple question and answer phrases. Use graphic scores and stick notation for rhythm composition, and dot notation for pitched compositions up to a range of three notes: ● ● ● ● Musicianship / Performance Perform simple songs from memory, following performance directions. Know the meaning of tempo, dynamics, pitch and rhythm. Know the difference between creating a rhythm pattern and a pitch pattern.	Singing Introduce gradual dynamics: gradually getting louder (crescendo) and gradually getting softer (diminuendo). Respond to visual symbols: crescendo < diminuendo > pause ☺ Listening Continue to introduce new pieces of music, as well as revisiting previous ones. Be able to group beats of the pulse into groups of 2 or 3, tapping the knees on beat 1 and clapping the remaining ones. Explore the history and origin of some pieces.
Year 3 and Year 4					
LKS2 music is delivered as part of our PPA cover from Inspire Music Service					



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For the 2026-2027 academic year, due to the progress seen by Year 3 with Toots, they will begin learning to play the flute in Year 4.
Sessions are planned by Mrs Whitehead following the [Inspire Music Long Term Plan](#).



Year 5

Planned and delivered by Lucy Reid from Inspire
Instruments of foci will be updated across the year

Singing

Sing a broad range of songs with a sense of ensemble and performance. Sing tunefully and with expression, responding to visual signs and symbols.

Perform a range of songs in school assemblies and other school performance opportunities.

Listening

MMC suggested Y5 core listening pieces:

English Folk Song Suite – Vaughan Williams

Symphonic Variations On An African Air – Coleridge- Taylor

This Little Babe from Ceremony of Carols – Britten

Play Dead – Björk

Smalltown Boy – Bronski Beat

Jin-Go-La-Ba – Babatunde Olatunji

Inkanyezi Nezazi – Ladysmith Black Mambazo

Introduce extracts of a variety of pieces throughout the year.

Composing

Singing

Sing songs in major and minor keys: partner songs, rounds, songs in two part harmony and songs with verses and chorus.

Listening

Compare different pieces of music; think about texture, instrumentation, dynamics, tempo, pitch.

Pick out, perform and compare rhythmic patterns from some of the music listened to.

Composing

Improvise over a simple groove, responding to the beat and developing melodic shape. Experiment with different dynamics.

Musicianship / Performance

Understand how triads are formed, and how to play them in simple accompaniments to familiar songs.

Continue to develop playing by ear, copying phrases and familiar melodies.

Singing

Sing songs with both small and large leaps, with appropriate phrasing, accurate pitch and awareness of major and minor keys.

Listening

Begin to identify whether music is in a major or minor key. Discuss the mood of different pieces; what were they written for and/or about.

Composing

Work in pairs to compose a short ternary piece (ABA). Use chords to compose music to evoke a specific atmosphere, mood or environment.

Use graphic scores, notation or technology to record compositions.

Musicianship / Performance

Understand the difference between 2/4, 3/4 and 4/4 time signatures.



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Improvise over a drone using melodic instruments. Develop a sense of shape using question and answer phrases. Follow this by composing pairs of phrases in C major or A minor, using graphic scores, notation and/or technology. Musicianship / Performance Play melodies following staff notation from do to do: Introduce a wider range of dynamics: pianissimo (pp), fortissimo (ff), mezzo forte (mf) and mezzo piano (mp)		Perform a range of pieces combining different instruments to form mixed ensembles.			
Year 6					
 Can music affect the way we feel? <i>Improvise and compose music</i>	 Musical instrument TBC Can I read musical notations to perform a song? <i>Reading and playing music</i>	 Performance – Can I perform as part of a collective? Listening and responding – Can I express an opinion about music? Can I make links between pieces of music?	 Djembe drums How can we use pulse, rhythm and ensemble performance to communicate and express culture through djembe drumming?	 pBuzz How can we work together to play music on the pBuzz?	 What have we learnt on our musical journey this year? / Can we prepare for our KS3 music journey?