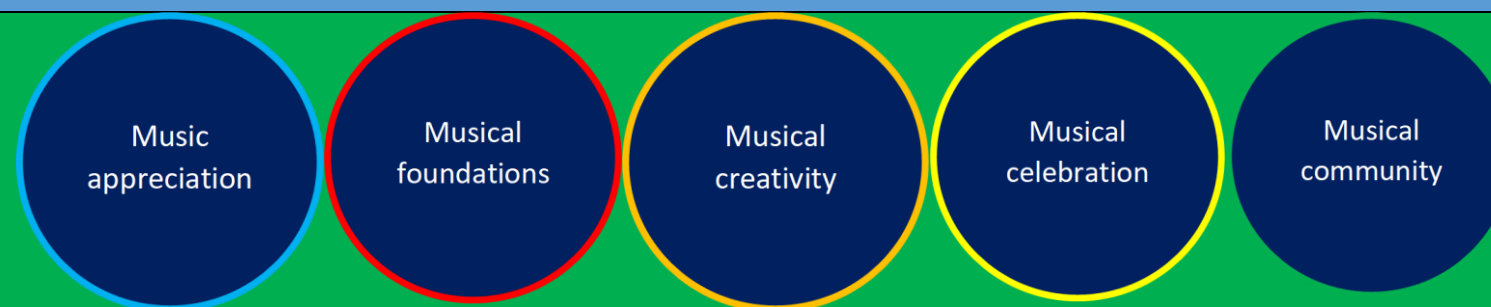


Music Long Term Map - 2025/2026



| | Autumn | Spring | Summer | Extra unit |
|--------|---|--|--|---|
| Year 3 | <p>Ballads 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 Key inspiration: David Bowie</p> | <p>Pentatonic melodies and composition (Theme –Chinese New Year) 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. Key inspiration: The story of the Chinese New Year</p> | <p>Traditional instruments and improvisation (Theme – India) 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. Key inspiration: Indian culture/ Bollywood</p> | <p>South Africa Building up to a performance of ‘Put on your gumboots’ using voices, untuned and tuned percussion. Key inspiration: South African culture</p> |
| Year 4 | <p>Body and tuned percussion (Theme – Rainforests) 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. Key inspiration: Amazon Rainforest</p> | <p>Changes in pitch, tempo and dynamic (Theme- Rivers) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. Key inspiration: Features of a river</p> | <p>Adapting and transposing motifs (Theme – Romans) 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. Key inspiration: Roman culture</p> | <p>South America Building up to a mini carnival performance using the piece ‘Vamos let’s go’ using voice, dance, tuned and untuned percussion Key inspiration: South American culture</p> |
| Year 5 | <p>Composition notation (Theme: Ancient Egypt) 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. Key inspiration: Use of hieroglyphics in Ancient Egyptian culture</p> | <p>South and West Africa Learning a ‘Shosholozá’, a traditional South African song, playing the accompanying chords using tuned percussion and incorporating dance. Key inspiration: Bantu People and their culture</p> | <p>Composition to represent the festival of colour (Theme – Holi Festival) Exploring the associations between music, sounds and colour, composing and, as a class, performing their own musical composition to represent Holi. Key inspiration: Hindu festival of Holi</p> | <p>Indonesia Building up to Gamelan inspired performance of ‘Blue Skies’ using untuned and tuned percussion. Key inspiration: Indonesian culture</p> |
| Year 6 | <p>Advanced rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition. Key inspiration: Zoltan Kodaly</p> | <p>Dynamics, pitch and texture Appraising the work of Mendelssohn and further developing the skills of improvisation and composition. Key inspiration: Felix Mendelssohn.</p> | <p>Writing a leavers’ song Creating their own leavers’ song personal to their experiences as a class; listening to and critiquing well-known songs and writing their own lyrics. Key inspiration: Pop artisits such as Take That, S Club 7</p> | <p>North America Building to a Minimalist and Electronic Dance Music fusion performance of ‘Interlocking patterns’ using voices and tuned percussion. Key inspiration: North American culture</p> |