



Cycle A – 2025-26;

Cycle A

Long Term Plan Subject: Music Scheme: Sparkyard

	Term 2	Term 4	Term 6
Year 1 / 2 Cycle A (Year 1 units)	<p>Move to the beat – exploring pulse and rhythm</p> <p>To understand pulse, children need to feel it—and this term’s songs and activities will help them do just that! They will learn to recognise pulse through movement, explore percussion instruments, and perform simple accompaniments to familiar songs.</p> <p>They’ll progress to copying and creating rhythm patterns, using simple graphic notation to represent them. Throughout the term, they will explore a range of music, create choreography for pieces like <i>Radetzky March</i> and <i>Mattachins</i>, and learn about dance traditions such as South African Gumboot and North Indian Kathak.</p>	<p>Exploring sounds</p> <p>This term, the children will explore how sounds can be created using voices and instruments. Listening to music like <i>Flight of the Bumblebee</i> and the <i>William Tell Overture</i>, they will learn how composers use dynamics, tempo, and timbre to bring characters and themes to life.</p> <p>They will sing simple songs with expressions and actions, explore lyrics, and use them as inspiration for their own compositions. Working in groups, they will create and perform short sound sequences to tell a story or reflect a character, following musical instructions and inventing their own notation to represent sound.</p>	<p>High and low – exploring pitch</p> <p>This term, the children will focus on identifying and describing pitch. Through listening games and a range of songs, they will explore how pitch changes and describe the pitch and timbre of different instruments and voices.</p> <p>Using tuned and untuned percussion, they will create sound effects for a story and compose simple pitch patterns, representing them with creative tools like pipe cleaners and coloured cubes. The term will end with preparations for a class performance.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 / 4 Cycle A (Year 4 units)	<p>Playing with Rhythm - playing together & rhythmic structure. This term we will focus on performing together rhythmically. We will follow musical instructions and have a go at being the conductor. We will develop our knowledge of rhythmic notation and begin to explore how we can combine rhythmic patterns together.</p>		<p>Musical contrasts This term we will learn the differences between staccato & legato, forte & piano, major & minor. We will learn songs and explore different instrumental timbres and learn how we can group different instruments together.</p>		<p>Melody Builders – Exploring melodies and song structures This term we will begin with singing a range of songs, describing and internalising pitch. We will explore games and songs and use the pentatonic scale to compose simple melodies using graphic and letter notation.</p>	
Year 5/6 Cycle A (Year 6 units)	<p>We've Got Rhythm – Rhythmic Devices and Structure This term, we will start by exploring time signatures. We will get a feel for different rhythms and identify changes in time signature and musical style in songs. We will explore rhythmic poems and experiment with vocal and instrumental effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform.</p>		<p>Musical Effects and Moods We'll start by getting creative with vocal and instrumental sounds, developing improvisation and exploring dynamics, pitch, tempo, and articulation for effect. Through percussion, we'll investigate how sound creates mood and atmosphere. We'll also explore how composers, like John Williams, use techniques such as leitmotifs to convey character, setting, and mood.</p>		<p>Celebrating Songs This term, children will explore the key ingredients of songs. They will learn how composers use musical elements to convey a message and identify structures such as verse, chorus, and bridge. Pupils will recognise and play melodic patterns by ear, and begin to understand chords by performing simple progressions and basslines to accompany songs.</p>	

Cycle B – 2026-7

	Term 2	Term 4	Term 6
Year 1 /2 Cycle B (Year 2 units)	<p>Time to play – exploring pulse and rhythmic patterns</p> <p>From body percussion to disco, this term builds children's understanding of pulse and rhythm. They'll perform songs, actions, and musical games to a steady pulse, exploring the difference between pulse and rhythm with pieces like <i>March to the Beat</i>.</p> <p>Children will vary timbre and dynamics, create four-beat rhythms, and use graphic notation like Beat Monsters to represent them.</p> <p>In groups, they'll also compose simple accompaniments for songs or poems using carefully chosen sounds.</p>	<p>Musical moods and pictures</p> <p>This term, children will explore how music communicates mood and emotion. They'll experiment with voice, expression, timbre, and dynamics, and learn about major and minor tonality through simple songs.</p> <p>Listening to pieces like <i>Can-Can</i> and <i>Fanfarras Cabua-Le-Le</i>, they'll use graphic symbols and musical doodles to represent sound.</p> <p>In groups, they'll compose and improvise weather-themed music, take turns conducting, and create descriptive soundscapes.</p>	<p>Patterns with pitch – exploring pitch and melody</p> <p>This term, children will explore pitch and melody through songs, movement, and listening games. They'll learn about instruments from octobass to piccolo, describing pitch and timbre, and recognising pitch changes in simple sequences. Using their voices creatively, they'll match pitch and respond to graphic notations like vocal maps and pipe-cleaner shapes.</p> <p>They'll play simple melodies on tuned percussion, explore the pentatonic scale with songs like <i>Just Five Notes</i>, and prepare for a class performance.</p>

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 3 / 4 Cycle B (Year 3 units)	<p>Hear it! Play It! Exploring rhythmic patterns.</p> <p>This term, children will explore rhythmic patterns through active, engaging music-making. They'll identify and perform rhythms using body percussion, instruments, and even plastic cups! They'll experiment with call-and-response phrases and develop ensemble skills by performing simple rhythmic ostinatos with songs or poems.</p> <p>Children will sing in styles like Blues and Rock 'n' Roll, listening for key features in songs such as <i>Hound Dog</i> and <i>Rock Around the Clock</i>. They'll also begin composing and notating their own rhythms using graphic notation.</p>	<p>Painting Pictures With Sound</p> <p>This term begins with activities to help children identify and describe the key ingredients (dimensions) of music—through movement, drawing, and listening to pieces like Beethoven's <i>5th Symphony</i> and Vivaldi's <i>Winter</i>. They'll explore instruments and timbres from different countries, using this knowledge to create simple accompaniments for songs like <i>We're Going Round the World</i>.</p> <p>As the term progresses, children will learn to vary musical elements to evoke mood and atmosphere, creating music for lyrics, poems, and even a musical "phone call."</p> <p>They'll finish the term by composing music inspired by stories and settings.</p>	<p>Sing, play, notate!</p> <p>This term begins with songs and activities to help children listen to and describe pitch and melody. Using their voices, they'll create soundscapes and develop solo singing with songs like <i>The Losing Things Song</i>.</p> <p>They'll represent melodies from songs like <i>Healthy Heart</i> and <i>Un, Deux, Trois</i> using creative graphic notation such as dots, coins, and pipe cleaners.</p> <p>Later, they'll explore the pentatonic scale, working in groups to compose and improvise simple melodies.</p> <p>The term ends with a focus on performance, as children compare versions of pieces like <i>March of the Trolls</i> and <i>There's No Business Like Show Business</i>, and perform their own music for others.</p>

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 5 / 6 Cycle B Year 5 units	<p>Rhythm builders – exploring rhythmic layers</p> <p>This term, children will deepen their understanding of rhythm and notation, learning to feel the difference between 3- and 4-beat time signatures.</p> <p>They'll explore folk traditions like Morris and Basque dancing, and create their own performances.</p> <p>Using percussion, they'll develop expressive rhythm playing, choosing suitable timbre and dynamics, and learning to follow a conductor. They'll explore musical texture through layered sounds and ostinatos, inspired by pieces like <i>Bolero</i>, and create polyrhythmic accompaniments for songs.</p> <p>The term ends with creative ways to notate musical textures using rhythm grids and layered compositions.</p>	<p>Music and words</p> <p>This term focuses on music and words! Children will explore Italian musical vocabulary, improvise rhythmic and melodic patterns, and scat like Ella Fitzgerald. They'll learn about improvisation in musical history, including jazz legends like Louis Armstrong, through songs such as <i>Music Italiano</i>, <i>Jazz Is Cool</i>, and <i>Shoo-Be-Doo-Ah</i>.</p> <p>Creative listening will help them represent expressive features in graphic scores and describe their music using musical terms. The term ends with composing music inspired by poetry, exploring ways to create mood and atmosphere</p>	<p>Song ingredients – exploring melody, harmony and lyrics.</p> <p>This term, the children will explore the key ingredients of songs: rhythm, melody, harmony, and lyrics. They will learn rounds and part songs such as <i>School Is Nearly Over</i> and <i>I Got A Little Dog</i>, discovering how layered melodies create polyphonic textures. They'll also compare traditional songs like <i>Frère Jacques</i> with contemporary loop pedal music.</p> <p>As they progress, they'll develop their understanding of intervals, scales, and chords, and learn to notate pitch using staff and letter notation. Ensemble playing will remain central, with children accompanying melodies using chords, drones, and basslines.</p> <p>The term will end with a focus on song writing. Children will explore how songs reflect time, place, and culture, then create their own—whether by writing a class jingle, composing in the style of <i>Take A Major Scale</i>, or celebrating their school community through music.</p>

