



EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL
MUSIC CURRICULUM LONG TERM PLAN - QUESTION BASED
CULTURAL CAPITAL AND BRITISH VALUES OPPORTUNITIES
 2025 - 2026



The organisation of our Music curriculum is explained, such as detailing the strands which thread through every unit: Performing, Listening, Composing, The history of music and the Inter-related dimensions of music. This condensed curriculum version of the Music Long-term plan still gives full coverage of the national curriculum, but in fewer lessons.

Please note that not all the skills and knowledge from our [music: Progression of skills and knowledge](#) document will be covered: you are advised to see our [Music: Progression of skills and knowledge – condensed](#) version for further details of the skills and knowledge covered if you follow the condensed curriculum.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B	Summer musical showcase
Year 1	Pulse and rhythm (x5) What is the difference between pulse and rhythm? Cultural Capital opps	Musical vocabulary (x5) Under the sea How can I represent the sea in music? Cultural Capital opps		Timbre and rhythmic patterns (x5) Fairytales How can I use timbre to represent different characters? Cultural Capital opps British Values opps		Pitch and tempo (x5) Superheroes Can I identify high and low notes? Cultural Capital opps British Values opps	Fairytale performance – From Spring B Lesson 5 Using untuned instruments in a class performance, keeping the pulse and rhythm.
Year 2	African call and response song (x5) (Theme: Animals) What would an animal sound like? Cultural Capital opps	Orchestral instruments (x5) (Theme: Traditional stories) What happens when musical instruments are played together? Cultural Capital opps British Values opps	Musical Me (x5) Can I learn a song and play it with instruments? Cultural Capital opps British Values opps		Myths and Legends (x5) How do I change the mood of a song? Cultural Capital opps British Values opps		Musical story performance From Autumn B – Lesson 5 Performing musical versions of Jack and the Beanstalk.
Year 3	Ballads (x5) What is a ballad? Cultural Capital opps	Developing singing technique (x5) (Vikings) Cultural Capital opps British Values opps	Pentatonic melodies and composition (x5) What is a pentatonic melody? (Chinese New Year) Cultural Capital opps		Traditional Instruments and Improvisation (x5) India Cultural Capital opps		Singing my ballad Autumn A – Lesson 5 Using a backing track, children perform their ballad, with actions.
Year 4	Adapting and transposing motifs (x5) (Theme: Romans) Cultural Capital opps British Values opps	Changes in pitch, tempo and dynamics (x5) (Theme: Rivers) Cultural Capital opps British Values opps	Samba and Carnival sounds and instruments(x5) What is Samba music? Cultural Capital opps		Body & tuned percussion (x5) (Rainforests) Cultural Capital opps British Values opps		Samba performance Spring A and B – lesson 5 Warming up with some call-and-response then performing the class samba piece together.

Year 5	Composition notation (x5) Ancient Egypt How do I notate the pitch and rhythm of my music? Cultural Capital opps	South & West Africa (x5) What is Shosholoza? Cultural Capital opps		Composition – Festival of Colour (Holi) (x5) What colour is music? Cultural Capital opps British Values opps	Blues (x5) Is it Blues music? Cultural Capital opps British Values opps	Musical theatre Cultural Capital opps British Values opps	Performing my musical Summer B – lesson 5 Performing the finalised musical scenes.
Year 6	Dynamics – pitch & tempo (x5) Fingal's Cave How does Mendelssohn's music make us feel? Cultural Capital opps British Values opps			Themes and Variations (x5) Pop Art How can I make rhythms sound different? Cultural Capital opps British Values opps	Baroque (x5) How do I know it's baroque music? Cultural Capital opps	Production Composing and performing (x5) Leaver's song My Eynesbury experiences in a song? Cultural Capital opps British Values opps	Compose and perform a leavers song Summer B – lesson 5 Using all the techniques and knowledge they have learned, the children create and perform their Year 6 leavers' song.

Cultural Capital opportunities - by teaching and learning music our children will be taught that music is part of the cultural richness of our society and the world in which we live and work. Through the study of music, our children will learn to understand and appreciate different countries, cultures, communities and people. The ability to listen to, appreciate and play music is a lifelong skill for education, employment and leisure in this country and throughout the world.

British Values opportunities – by teaching and learning music our children will learn the world is made up of people and nations, different faiths and beliefs. They will learn to appreciate and respect others, giving support to those who need it. Through music, children can be decision makers and work alongside others whilst expressing themselves and showing their individuality.