

Our Music Curriculum (Using the Kapow Scheme of Work)

Where possible we have planned for Kapow units to make links with other areas of the school curriculum and maximise opportunities for learning, for example The Seaside in Key Stage 1 and The Romans in Key Stage 2.

EYFS: Children in the Reception Year will be in a class with Year 1 children and as such will be taught music together. The EYFS curriculum and Early Learning Goals (ELGs) give children in Year R opportunities to sing listen attentively, move to music and express their feeling through musical activities, and begin to build a collection of songs and dances. Children in Year R will experience these things through the Kapow Music Curriculum for key Stage 1 (see below) and through frequent singing activities in class. This lays the foundation of singing being a ‘golden thread’ throughout the school.

Key Stage 1 (2 year rolling programme – Year A and Year B)

NC Key Stage 1: Children will be taught to sing songs and use their voices expressively, play tuned and untuned instruments, listen to a range of music and experiment with, create and combine sounds, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation).

Year A

Autumn	Spring	Summer
Year 1: Sound Patterns (Theme: Fairytales) Learn about sound patterns and rhythms, exploring clapping along to repeated words, sing a rhythm in time to a pulse, copy rhythms and keep pulse on an instrument	Year 1: Musical Symbols (Theme: Under the Sea) Move and create sounds to reflect a character and speed of tempo, respond to dynamics, sing high and low sounds, read symbols representing high and low sounds, demonstrate an awareness of all these things in a performance	Year 2: Contrasting Dynamics (Theme: Space) Learn about dynamics using instruments, compose and play rhythms to represent planets, dynamics for atmosphere, create group soundscape, compare 2 pieces of music, play and notate pitch patterns
Year 1: Pitch (Theme: Superheroes) Identify high and low notes and changes in tempo, compose a simple tune to represent a superhero, understand pitch and tempo, follow instructions during a performance	Year 2: Call and Response (Theme: Animals) Copy rhythms, including call and response rhythms, use dynamics, experiment with sounds on instruments, clap animal sound patterns accurately, copy and perform sound pattern with instruments	Year 2: Instruments (Theme: Musical Storytelling) Learn how events, actions and feelings are represented by pitch, dynamics and tempo, suggest appropriate dynamics and tempo changes perform as a group with instrument

Year B

Autumn	Spring	Summer
Year 1: Keeping the Pulse (Theme: My Favourite Things) Learn about pulse through music and movement, clap name in time to pulse, sway or tap and sing a rhythm in time with the pulse, copy rhythms based on word patterns and keep the pulse using an instrument, follow instructions during performance	Year 2: Singing (Theme: On This Island) Learn folk songs and create sounds to represent three contrasting landscapes, breathe after a phrase, sing a song from memory with different pitches, use actions with lyrics, perform composition with pitch and dynamics to enhance, notation left to right	Year 2: Pitch (Theme: Musical Me) Learn the song Once a Man fell in a well, perform on tuned percussion and read simple symbols representing pitch, move eyes left to right to red pitch patterns, sing high and low notes and notes in between, play these notes on an instrument, draw sounds as dots on a stave, recognise when notes missing or stay the same
Year 1: Tempo (Theme: Snail and Mouse) Use bodies and instruments to listen and respond to music, show slow and fast with bodies and while saying a rhyme and using an instrument, perform a song with a singing voice and from memory, keep a steady pulse	Year 2: Structure (Theme: Myths and Legends) Understand structure by exploring and ordering rhythms, learn about rhythms with one beat and paired half beats, show rest with silent movement, follow structure from left to right, add rhythms to structure to create beginning, middle and end, work well in a group	Year 1: Dynamics (Theme Seaside) Make links between music, sounds and environment, use percussion, use movement to show dynamics, describe sounds using adjectives, use instruments to create loud and soft sounds, follow instructions in performance, create score with dynamic symbols

Key Stage 2 (to fit into school's 4 year rolling programme, Years A, B, C and D, with Years A and B repeated in Years C and D), split into Lower Key Stage 2 (Year 3/4) and Upper Key Stage 2 (Year 5/6). One Class has a crossover between these stages (Year 4/5) and will be taught a mixture of the lower and upper programmes, to ensure the Year 5s in that class are accessing the curriculum at the correct level.

NC Key Stage 2: Children will play and perform with increasing confidence and control, using their voices and musical instruments, as a solo and part of an ensemble. They will improvise and compose music, listen with attention to detail, use staff notation, appreciate a wide range of music and develop an understanding of the history of music.

Year A and C

Autumn	Spring	Summer
Year 3: Traditional Instruments and Improvisation (India) Listen to a range of rag and tal music, identifying traditional instruments, reading musical notes of the ral, improvising to drone and tal, perform with others with awareness of each other's parts	Year 3: Ballads Understand what a ballad is and identify features, convey different emotions when performing, perform lyrics fluently and with actions, understand dynamics, melody, stanza	Year 3: Creating compositions in response to an animation (Mountains) Learn to tell stories through music with actions, listen to music and consider narrative it could represent, play in time with each other thinking about dynamics, atmosphere, soundscape
Year 4: Rock and Roll Learn about origin and features of rock and roll, perform hand jive actions in sequence, play notes of walking bass, play with awareness of others	Year 4: Haiku music and performance (Hanami Festival) Suggest words to describe outdoors and select instruments to match, recognise, name and describe the interrelated dimensions of music, perform in a group	Year 4: Changes in pitch, tempo and dynamics (Rivers) Listen to changes in pitch, tempo and dynamics, perform a vocal ostinato and represent on paper, say how a piece of music makes them feel

Autumn	Spring	Summer
Year 5: Blues Learn about this genre of music and its history, features, explain what a chord is, play the notes of a blues scale in the correct order and out of order as an improvisation	Year 5: Composition notation (Ancient Egypt) Identify pitch and rhythm of written notes, identify structure and match to non-standard notation (hieroglyphic), compose and play a melody using stave notation	Year 5: Looping and remixing Learn how dance music is created, perform looped body percussion rhythm, keeping in time with their group, choose fragment of music and play it along to the backbeat
Year 6: Songs of WW2 Develop greater accuracy in pitch and control, identify pitches in an octave when singing, follow the melody line with good sense of timing, recall the counter-melody line	Year 6: Film music Explore and identify characteristics of film music, create a composition and graphic score to perform to relate to film scene, use terms 'major' and 'minor', identify pitch, tempo and dynamics and use to	Year 6: Baroque Explore music and composers of the Baroque period, investigate structural and stylistic features – recitative, canon, ground bass and fugue, vocal improvisation of recitative, play parts of canon using staff notation, compose ground bass

	explain how conveys different emotions	ostinato, notate with staff notation, perform a fugue, name some Baroque composers
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Year B and D

Autumn	Spring	Summer
Year 3: Jazz Learn about ragtime style music, traditional jazz and scat singing, create a jazz motif using swung quavers and play on tuned percussion, understand syncopation, swing music	Year 3: Pentatonic melodies and composition (Chinese New Year) Revise key musical terminology, play and create pentatonic melodies, compose a piece using layered melodies in a group, understand crescendo	Year 3: Developing singing technique (Vikings) When singing, learn to keep in time including with movements, work on musical notation and rhythm, recognise minims, crotchets and quavers, add sound effects with untuned percussion, understand key change
Year 4: Samba and Carnival sounds and instruments (South America) Introduce the music and culture of South America, to Samba, clapping off the beat and playing a syncopated rhythm and break, in time with a group	Year 4: Adapting and transposing motifs (Romans) Drawing on understanding of repeated patterns, concept of 'motif' introduced, play a repeated pattern on a tuned instrument, create, perform and notate motif	Year 4: Body and tuned percussion (Rainforests) Identify structure of music, layers of music, playing a sequence in the correct order, contrasting rhythms, different simultaneous melodies

Autumn	Spring	Summer
Year 5: South and West Africa Learn Shosholoza, traditional South African song, play the accompanying chords with 2 notes using tuned percussion, play more complicated rhythms in time and with rests, create an 8 bar break	Year 5: Composition to represent the festival of colour (Holi) Explore connections music, sounds and colour, perform in group own musical composition to represent Holi, create a graphic score, create a vocal composition to represent a picture and colour	Year 5: Musical Theatre Learn how singing, acting and dancing combine to create overall performance, recall 3 features of MT, categorise songs as action songs or character songs, select appropriate music for their scene, perform in time with group with smooth transitions between

		dialogue, singing and dancing
Year 6: Dynamics, pitch and texture (Coast – Fingal’s Cave) Appraise the work of Mendelssohn, develop improvisation and composition skills, discuss the sounds of an orchestral piece, change dynamics and pitch, take the role of conductor, change texture in the group, create graphic score, follow the conductor	Year 6: Theme and variation (Pop Art) Explore musical concept of theme and variations, discover how rhythms can translate onto different instruments, keep the pulse with body percussion, match instruments to art pieces, name and draw rhythms correctly, show difference between musical variations	Year 6: Composing and performing a leavers song Create their very own leavers song personal to their experience as a class, contribute ideas, suggesting how lines 3 and 4 could rhyme, fit an existing melody over a 4 chord backing track, create a melody that fits using tuned percussion, record using letter notation, perform with confidence