

Music and Kapow Curriculum/ Long Term Plan

Reception	Autumn		Spring		Summer	
<p>Early Learning Goals Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Exploring Sounds Pupils explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them</p>	<p>Celebration Music Pupils learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>	<p>Music and Movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music</p>	<p>Musical Stories Using traditional childrens' tales and songs pupils will move to music changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group</p>	<p>Big Band Pupils learn about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>	<p>This is me* Pupils will learn about music from local, national and own heritage. Learn traditional songs.</p>
<p>Development Matters 2021 statements Specific areas</p>	<p>To explore using voices and body to make a variety of sounds.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Explore and engage in music making and</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>-Learn rhymes, poems and songs.</p> <p>-Recognise that people have different beliefs and celebrate special times in different way. – Listen attentively, move to and talk about music,</p>			<p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-Create</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>-Learn rhymes, poems and songs.</p> <p>Recognise that people have different beliefs and celebrate special times in different way.</p>

	<p>dance, performing solo or in groups</p> <p>To develop awareness of rhythm and rhyme in speech.</p>	<p>expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <ul style="list-style-type: none">-Sing in a group or on their own, increasingly matching the pitch and following the melody.-Explore and engage in music making and dance, performing solo or in groups.			<p>collaboratively sharing ideas, resources and skills.</p>	<p>Build on their previous learning,</p>
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Year 1		Autumn		Spring		Summer	
National curriculum 1.Use voices expressively and creatively by singing songs and speaking chants and rhymes 2.Play tuned and untuned instruments musically 3.Listen with concentration and understanding to a range of high-quality live and recorded music 4.Experiment with, create, select and combine sounds using the inter-related dimensions of music	<i>Can use Apple Tree instead of favourites song</i>	All about Me Pulse and rhythm Identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Animals Classical Music dynamics and tempo Pupils use their bodies and instruments to listen and respond to pieces of classical music that represent animals.	Fairytales Timbre rhythmic patterns Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.	Superheroes Pitch and tempo Pupils will learn to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting	By the Sea Vocal and Body sounds Pupils build on prior knowledge from FS and make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas	Under the Sea Musical vocabulary Pupils will demonstrate and combine their knowledge of the interrelated dimensions of music through chanting and the playing of tuned percussion instruments.
	specific descriptors	Keep a steady pulse move in time to the music Sing in unison, take part in singing songs, rhymes, folk song Use dynamic contrasts when performing (quiet and loud) Singing songs and games from local, national and own heritage	Identify, understand and use loud and quiet identify musical features Repeat rhythms heard Respond to different moods in music saying how music makes them feel.	Repeat simple rhythmic patterns. Identify patterns, Perform rhythmic ostinato Respond to different moods in music saying how music makes them feel.	Play high notes and low notes identify low or high Pick out two different tempos in music fast and slow) Develop the concept of pattern work in music using rhythm grids	Play musically, performing simple rhythms, keeping a steady pulse Use dynamic contrasts when performing (quiet and loud) Identify good features and make suggestions how to improve own work.	Improvise and create short rhythmic patterns using a given stimuli (rhythm grids) Notate patterns using pictures /symbols Explore dynamic choices Explore rhythmic choices
	NC	Performing 1, 2, Listening 3. Composing 4.	Performing 1, 2 Listening 3. Composing 4.	Performing 1, 2, Listening 3 Composing 4.	Performing 1, 2, Listening 3 Composing 4.	Performing 1, 2, Listening 3 Composing 4.	Performing 2, Listening 3 Composing 4.
Interrelated dimensions of music							

Year 2		Autumn		Spring		Summer	
National curriculum 1. Use voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically 3. Listen with concentration and understanding to a range of high-quality live and recorded music 4. Experiment with, create, select and combine sounds using the inter-related dimensions of music		African music (animals) Pupils learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms	Orchestral instruments Traditional western stories Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music	On this Island British landscape and sounds Pupils explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Using images and discussion, they develop an idea of what each of these places would sound like and use this to create compositions	Space Dynamics, timbre, Tempo , motiif Pupils develop knowledge and understanding of dynamics, timbre, tempo and instruments, identifying elements in music, comparing pieces by the same composer. They visually represent music in creative and more formal ways, learn to play and compose motifs	Musical Me Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	On this Island Pt 2 Pupils will listen to music and sing songs and games from local, national and own heritage
	specific descriptors	Sing back short melodies using a wider range	Identify where elements change (dynamics. Tempo) Use of graphic scores to replicate rhythms, changes and perform Listen and recognise particular ID of music (timbre, pitch/dynamics)	Repeat back longer rhythmic patterns Improvise 2 bar rhythm phrase Create and repeat short rhythmic patterns Notate using rhythm grids	Perform basic notation. Explore the timbre of different instruments Order sounds into a structure. Play musically, performing longer phrases keeping a steady pulse Use instruments. Use vocabulary when identifying good	Basic posture, relaxed shoulders Breathing to show phrasing Keep a steady pulse in a group and as a soloist with accompaniment Sing back short melodies using a wider range	Perform simple songs and folk songs in rounds Follow a melody accurately Copy changes in pitch Explore music from local cultures within their communities.

			Begin to listen to popular classical music		features and suggestions to improve work		
	NC	Performing 1, 2 Listening 3. Composing 4.	Performing 1, 2 Listening 3. Composing 4.	Performing 1, 2 Listening 3. Composing 4.	Performing 2 Listening 3. Composing 4.	Performing 2 Listening 3. Composing 4.	Performing 2 Listening 3. Composing 4.
Interrelated dimensions of music							

Year 3		Autumn	Spring	Summer			
<p>National curriculum</p> <p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and</p>		<p>Ballads</p> <p>Pupils learn what ballads are, including traditional ballads, how to identify their features and how to convey different emotions when performing them.</p>	<p>Mountains</p> <p>Create a composition in response to an animation</p> <p>Pupils listen to music and consider the narrative it could represent, focus on the dynamics, pitch and tempo and how they change</p> <p>Songs from festivals of the season</p>	<p>Chinese New Year Pentatonic melodies</p> <p>Pupils revise key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>	<p>Jazz</p> <p>Pupils learn about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm of a song with actions.</p>	<p>Vikings</p> <p>Pupils develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance</p>	<p>Indian Music</p> <p>Pupils listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p>
	specific descriptors	Keep a steady pulse in a group and solo with accompaniment with up to changes of tempo.	Identify and describe musical features in pieces from different traditions Sing or play back simple phrases that are heard Recognise the work of at least	Perform and play at least 3 notes in a melody with stave and clef with simple rhythms Identify basic features of music for different purposes	Perform rhythms longer than 2 bars Read minims, crotchets, quavers and rests in 4 beat rhythms.	Continue to develop diction. Singing in phrases is secure	Improvise 1-2 bar rhythm phrase Improvise 1-2 bar melodic phrase using 3 notes Identify and describe musical features in pieces from different traditions

<p>other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6. Develop an understanding of the history of music</p>			<p>one famous composer from western classical tradition</p> <p>Beginning to be aware of diction. Singing in phrases is secure</p> <p>Understand and use binary form and use to describe structure</p> <p>Unison, take part in singing songs, rhymes, folk song</p> <p>Use dynamic contrasts when performing (quiet and loud)</p> <p>Singing songs and games from local, national and own heritage</p>	<p>Begin to use musical vocabulary to describe dynamics and tempo in a piece of music</p> <p>Recorders begin this term</p>			<p>Sing or play back simple phrases that are heard</p>
	NC	<p>Performing 1. Listening 2, 3 Composing 3. Music History 5</p>	<p>Performing 1, 4. Listening 2, 3 Composing 3, Music History 5.</p>	<p>Performing 1. Listening 2, 3 Composing 3, 4 Music History 5,6</p>	<p>Performing 1. Listening 2, 3 Composing 3, 4 Music History 5,6</p>	<p>Performing 1. Listening 2, 3 Composing 3. 4 Music History 5,6</p>	<p>Performing 1. Listening 2, 3 Composing 3.4 Music History 5,6</p>
Interrelated dimensions of music							

Year 4	Autumn	Spring	Summer
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<p>National curriculum</p> <p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock</p>	<p>Rainforests Body and tuned percussion Pupils learn about structure and texture and revisit interrelated dimensions already learned.</p>	<p>Rivers Changes in pitch, rhythm and dynamics Pupils learn to listen to changes in pitch, tempo and dynamics and relate it to something familiar.</p>	<p>Hanami Haiku, music and performance Pupils write melodies to their own Haiku's and perform.</p>	<p>Romans Adapting and transposing motifs Pupils revisit and develop their understanding of motifs and repeating patterns</p>	<p>Samba Pupils are introduced to the music and culture of South America</p>
	specific descriptors	<p>Understand and use binary and ternary form and use to describe structure. Understand structure of popular music. Improved diction Show control when singing</p> <p>Perform simple songs and folk songs in rounds Follow a melody accurately Copy changes in pitch</p>	<p>Keep a steady pulse in a group and solo with musical accompaniment with up to 3 changes of tempo in 2/4, 3/4 and 4/4 Perform rhythms up to 4 bars Read minims, crotchets, quavers and rests in 4 beat rhythms.</p>	<p>Use appropriate vocabulary forte and piano to describe dynamics. Identify features of music for different purposes Use musical vocabulary to describe and discuss a piece of music Recognise the work of at least one famous composer from western classical tradition Begin to recognise differences of eras Recorders becoming proficient on a tuned instrument</p>	<p>Perform and play at least 5 notes in a melody with stave and clef with rhythms of crotchets and quavers Compose melodic phrase from different starting points</p>	<p>improvise 2 bar rhythm phrase Notate using crotchets, quavers, minims and rests Identify features of music for different purposes Use musical vocabulary to describe and discuss a piece of music</p>	<p>improvise 2 bar rhythm phrase Notate using crotchets, quavers, minims and rests</p> <p>Listen to music from national and other heritages represented in the school</p>
		<p>Performing 1, 4 Listening 2, 3 Composing 3. Music History 5,6</p>	<p>Performing 1. Listening 2, 3 Composing 3. Music History 5</p>	<p>Performing 1. Listening 2, 3 Composing 3, 4 Music History 5</p>	<p>Performing 1. Listening 2, 3 Composing 3. Music History 5</p>	<p>Performing 1. Listening 2, 3 Composing 3,4 Music History 5</p>	<p>Performing 1. Listening 2, 3 Composing 3. Music History 5,6</p>

6. Develop an understanding of the history of music							
Interrelated dimensions of music							

Year 5		Autumn	Spring	Summer			
<p>National curriculum</p> <p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality</p>		<p>Ancient Egypt (notation) or Sea Faring Music* (not Kapow)</p> <p>Pupils will listen to music that depicts the movement of the sea. They will sing sea shanties, understand the role music had on board the ship. Pupils will write rhythmic and melodic accompaniments.</p>	<p>Blues</p> <p>Pupils are introduced to the genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose, they will compose using features of this genre.</p>	<p>African music</p> <p>Pupils learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play drums</p>	<p>Holi</p> <p>Pupils explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p>	<p>Looping and remixing</p> <p>Pupils learn about how dance music is created, focusing particularly on the use of loops</p>	<p>Musical Theatre</p> <p>Pupils are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance</p>

<p>live and recorded music drawn from different traditions and from great composers and musicians 6. Develop an understanding of the history of music</p>	<p>specific descriptors</p>	<p>Perform pieces which use off-beat and dotted rhythms and single quaver rests in: 2 contrasting tempo in 3/4 and 4/4 Crotchets, quaver pairs, minims and rests Use simple structures, binary, ternary form Understand ID texture and timbre Listen to music from different eras of classical music e.g. Baroque, Renaissance Compare and contrast using musical vocabulary.</p>	<p>Perform and play using 5-8 notes in a melody with stave and clef, with accurate pulse Identify and perform syncopated and off beat rhythms Identify musical devices Explain why the music uses them. Starting to use keyboards</p>	<p>Perform pieces which use off-beat and dotted rhythms and single quaver rests in: 2 contrasting tempo in 3/4 and 4/4 Crotchets, quaver pairs, minims and rests Sing with improved and clear diction, clear tone Improved tuning and phrasing</p>	<p>Perform and play using 5-8 notes in a melody with stave and clef Use contrasting dynamics and articulation and Italian terms, forte/piano , staccato/legato</p>	<p>Improvise a melodic and rhythmic phrase of around 5 notes using a variety of musical devices Use digital technologies to aid creations.</p>	<p>Sing with improved and clear diction, clear tone Improved tuning and phrasing Sing songs in 2 parts</p>
	<p>NC</p>	<p>Performing 1, 4 Listening 2,3, 5 Composing 3. Music History 5.</p>	<p>Performing 1, 4 Listening 3, 5 Composing 3. Music History 5,6</p>	<p>Performing 1, 4 Listening 2, 3,5 Composing 3. Music History 5,</p>	<p>Performing 1, 4 Listening 2, 3,5 Composing 3. Music History 5.</p>	<p>Performing 1, 4 Listening 2, 3,5 Composing 3.</p>	<p>Performing 1, 4 Listening 2, 3,5 Composing Music History 5,6</p>
<p>Interrelated dimensions of music</p>							

Year 6		Autumn		Spring		Summer	
<p>National curriculum</p> <p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>Looping and remixing (Year 5 Kapow) Or Fingals Cave Dynamics pitch and rhythm</p> <p>Pupils learn about how dance music is created, focusing particularly on the use of loops</p>	<p>Advanced Rhythms</p> <p>Pupils further explore rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition Keyboards will be used to further develop pupil's knowledge of staff and notation this half term.</p>	<p>Songs of world war two</p> <p>Pupils continue to develop pitch, control and confidence when singing</p>	<p>Film music</p> <p>Pupils will be exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p>Pop Art</p> <p>Pupils explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p>Leavers song</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class. (rap)</p>
	specific descriptors	<p>Improvise a melodic and rhythm phrase of around 5 notes using a variety of musical devices Use digital technologies to aid creations.</p>	<p>Perform pieces which use off-beat and dotted rhythms and single quaver rests in: 3 different tempos 3 different time signatures Understand strong and weak beats Crotchets, quaver pairs, minims, semibreves and rests</p>	<p>Sing musically, responding to the performance directions Sing a harmony</p>	<p>Understand and use contrasting dynamics and articulation and Italian terms, forte/piano , staccato/legato Use simple structures, binary, ternary and rondo form Texture Understand the key features of at least 4 different types of music How musical concepts are used to reflect different intentions, how musical devices help this.</p>	<p>Create rhythms in different tempos and time signature using off beats. How music reflects different cultural contexts. How venue and occasion influence performance and composition</p> <p>The influence music has had in society over time</p>	<p>Create rhythms in different tempos and time signature using off beats. Create four bar melodies of up to 8 notes using different tempos and time signatures</p>

6. Develop an understanding of the history of music	NC	Performing 1, 4 Listening 3, 5 Composing 2, 4 Music History 5,6	Performing 1, 4 Listening 3, 5 Composing 2,4. Music History 5.	Performing 1, 4 Listening 3, 5 Composing 2,4 Music History 5,6	Performing 1, 4 Listening 3, 5 Composing 2,4 . Music History 5,6	Performing 1, 4 Listening 3, 5 Composing 2,4. Music History 5.6	Performing 1, 4 Composing 3.
Interrelated dimensions of music							