



Music Curriculum overview

Kapow Primary offers full coverage of the KS1 and KS2 Music curriculum, including EYFS.
We have categorised our content into four strands, with one overarching strand.

Performing

Listening

Composing

The history of music

Inter-related dimensions of music

<p>Early Years Foundation Stage</p> <p>Kapow Primary's units</p>	<p>Early years outcomes: Prime Areas</p> <p>Development Matters 2021 statements Early Learning Goals</p>	<p>Early years outcomes: Specific Areas</p> <p>Development Matters 2021 statements Early Learning Goals</p>
<p>Celebration music</p>	<p>Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>Understanding the World -Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>
<p>Exploring sound</p>	<p>Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Understanding the World -Explore the natural world around them</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p>
<p>Music and movement</p>	<p>Personal, Social and Emotional Development -Think about the perspectives of others.</p>	<p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>
<p>Musical stories</p>	<p>Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>

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<p>Big band</p>	<p>Communication and Language -Learn rhymes, poems and songs.</p>	<p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>

Please refer to our other guidance for Music provision in EYFS:

[Music and continuous provision](#)

Key stage 1 - National Curriculum music subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Performing	Pulse and rhythm Classical music, dynamics and tempo Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me African call and response song On this island: British songs and sounds
	Inter-related dimensions of music		
Play tuned and untuned instruments musically	Performing	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		
Listen with concentration and understanding to a range of high-quality live and recorded music	Listening	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		
Experiment with, create, select and combine sounds using the inter-related dimensions of music	Composing	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		

Key stage 2 - National Curriculum music subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 3	Year 4
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Performing	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	Inter-related dimensions of music		
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Composing	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	Inter-related dimensions of music		
Listen with attention to detail and recall sounds with increasing aural memory	Listening	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	Inter-related dimensions of music		
Use and understand staff and other musical notations	Performing	Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Rock and roll Changes in pitch, dynamics and tempo Adapting and transposing motifs
	Composing		
	Inter-related dimensions of music		

Key stage 2 - National Curriculum music subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 3	Year 4
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listening	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	The history of music		
	Inter-related dimensions of music		
Develop an understanding of the history of music	The history of music	Creating compositions in response to animation Jazz Traditional instruments and improvisation	Rock and roll Samba and carnival sounds and instruments
	Inter-related dimensions of music		

Key stage 2 - National Curriculum music subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 5	Year 6
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Performing	Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre	Advanced rhythms Dynamics, pitch and texture Songs of World War 2 Film music Theme and variations Composing and performing a leavers' song
	Inter-related dimensions of music		
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Composing	Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre	Advanced rhythms Dynamics, pitch and texture Film music Theme and variations Composing and performing a leavers' song
	Inter-related dimensions of music		
Listen with attention to detail and recall sounds with increasing aural memory	Listening	Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre	Advanced rhythms Songs of World War 2 Film music Theme and variations Composing and performing a leavers' song
	Inter-related dimensions of music		
Use and understand staff and other musical notations	Performing	Composition notation Blues South and West Africa Looping and remixing	Advanced rhythms Songs of World War 2 Film music Theme and variations
	Composing		
	Inter-related dimensions of music		

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		Year 5	Year 6
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listening	Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre	Advanced rhythms Dynamics, pitch and texture Songs of World War 2 Film music Theme and variations Composing and performing a leavers' song
	The history of music		
	Inter-related dimensions of music		
Develop an understanding of the history of music	The history of music	Blues South and West Africa Musical theatre	Advanced rhythms Songs of World War 2 Theme and variations
	Inter-related dimensions of music		

EYFS	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...	Characteristics of effective learning
<p>Teacher guidance: Music and continuous provision</p> <p>Go to guidance</p>	<p>Teachers will be looking at how to resource your continuous and enhanced provision, and observe musical skills through play.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Guidance for teachers: How to audit your environment to ensure you are providing opportunities for the exploration of sounds, instruments, songs and music. How to observe children at play to ensure that the outcomes for expressive arts and design/music are met and developed.</p>	
<p>Celebration music</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Exploring music from around the world through focusing on winter celebrations. Listening to music, experimenting with playing percussion instruments and moving to music.</p>	<p>Performing</p> <p>Listening</p> <p>Inter-related dimensions of music</p>	<p>Singing short songs from memory, adding simple dynamics. Using un-tuned instruments to play alongside and in response to different types of music. Listening to and commenting on the descriptive features of music. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.</p>	<p>✓ Playing and Exploring</p>
<p>Exploring sound</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Introducing the concept of sounds and different types of sound. Listening to and differentiating between 5 different types of sounds, from voice sounds to environmental sounds.</p>	<p>Performing</p> <p>Listening</p> <p>Inter-related dimensions of music</p>	<p>Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Using bodies, voices, un-tuned instruments and natural objects to create sound. Responding to a sound by likening it to a character, animal or familiar environmental sound. Recognising familiar sounds.</p>	<p>✓ Playing and Exploring ✓ Creating and Thinking Critically</p>

EYFS	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...	Characteristics of effective learning
Music and movement (5 lessons) Go to unit	Listening and responding to music, representing sounds and songs using their bodies and props. Responding to familiar songs through singing and the use of actions. Culminates in a final performance.	Performing Listening Inter-related dimensions of music	Singing short songs from memory, adding simple dynamics. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Musical stories (6 lessons) Go to unit	Learning how music can influence our feelings and emotions through a series of lessons linked to familiar stories. Exploring pitch, tempo and instrumental sounds, along with composition. Culminates in a final performance.	Performing Listening Composing Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Playing instruments expressively. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest. Creating and selecting appropriate sounds to tell a story.	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Big Band (5 lessons) Go to unit	Experimenting with the sounds of instruments, through child and teacher-led sessions. Creating their own instruments and using non-tuned percussion instruments to form a class band. Culminates in a final performance.	Performing Composing Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Singing and playing in response to instructions as part of a class performance. Playing instruments expressively. Experimenting with tempo and pitch using tuned and untuned instruments.	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Year 1	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Pulse and rhythm: All about me (5 lessons) Go to unit	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Performing Listening Composing Inter-related dimensions of music	Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Understanding the difference between pulse and rhythm. Improvising vocally within a given structure.	PSHE
Classical music, dynamics and tempo: Animals (5 lessons) Go to unit	Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and composing a short section of music as a group using their voices and instruments.	Performing Listening Composing Inter-related dimensions of music	Singing short songs from memory, adding simple dynamics. Playing instruments expressively. Responding expressively to music using your body. Creating and selecting appropriate sounds to tell a story.	PE (Dance)
Musical Vocabulary: Under the sea (5 lessons) Go to unit	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Performing Listening Composing Inter-related dimensions of music	Responding to the pulse and tempo of the music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth Layering instrumental sounds in response to an image Using musical vocabulary when describing how to create effects in music	

Year 1	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Timbre and rhythmic patterns: Fairy tales (5 lessons) Go to unit	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.	Performing Listening Composing Inter-related dimensions of music	Performing short chants from memory, with expression. Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood.	English
Pitch and tempo: Superheroes (5 lessons) Go to unit	Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.	Performing Listening Composing Inter-related dimensions of music	Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Listening Experimenting with tempo and pitch using tuned and untuned instruments.	
Vocal and body sounds: By the sea (5 lessons) Go to unit	Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.	Performing Listening Composing Inter-related dimensions of music	Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.	Geography

Year 2	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p>African call and response song: Animals</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Listening Creating short sequences of sound on a given idea.</p>	
<p>Orchestral instruments: Traditional stories</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character.</p>	<p>English</p>
<p>Musical me: Singing and playing a song</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Listening Choosing appropriate dynamics and timbre for a piece of music.</p>	

Year 2	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p>Dynamics, timbre, tempo and motifs: Space</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Inspired by The Planets by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Performing a melodic motif musically. Listening for and recognising instrumentation. Creating a melodic motif from a set of five notes.</p>	<p>Science</p>
<p>On this island: British songs and sounds</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.</p>	<p>Geography</p>
<p>Myths and legends</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.</p>	<p>English</p>

Year 3	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Ballads (5 lessons) Go to unit	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Performing Listening Composing Inter-related dimensions of music	Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad.	English
Creating compositions in response to an animation: Mountains (5 lessons) Go to unit	Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout.	Performing Listening Composing The history of music Inter-related dimensions of music	Performing a soundscape accurately, fluently and expressively. Recognising and explaining the changes within a piece of music using musical vocabulary. Telling a story through layers of melody and rhythm. Appreciating classical music and unpick its narrative.	Geography
Developing singing techniques and keeping in time: The Vikings (5 lessons) Go to unit	Developing singing skills in this History-themed topic and learning to recognise staff notation.	Performing Listening Composing Inter-related dimensions of music	Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion.	History

Year 3	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p>Pentatonic melodies and composition: Chinese New Year</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance. Discussing the features of Chinese music using musical vocabulary. Combining three pentatonic melodies with untuned percussion to create a group composition.</p>	<p>Geography</p>
<p>Jazz</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p>Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time.</p>	<p>History</p>
<p>Traditional instruments and improvisation: Around the world: India</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p>Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music . Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.</p>	<p>Geography</p>

Year 4	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Body and tuned percussion: Rainforests (5 lessons) Go to unit	Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.	Performing Listening Composing Inter-related dimensions of music	Accurately performing a composition as part of a group. Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. Creating body percussion rhythms. Creating a melody loop on tuned percussion.	Geography
Rock and roll (5 lessons) Go to unit	Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music.	Performing Listening The history of music Inter-related dimensions of music	Performing a walking bass line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music.	PE (dance)
Changes in pitch, dynamics and tempo: Rivers (5 lessons) Go to unit	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.	Performing Listening Composing Inter-related dimensions of music	Singing in two parts with expression and dynamics. Performing a vocal ostinato as part of a layered ensemble. Using musical vocabulary to describe the detailed features of a piece of music. Suggesting improvements to their own and others work. Creating a rhythmic ostinato.	Geography

Year 4	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p>Haiku, music and performance: Hanami</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Exploring timbre using their voices expressively. Recognising, naming and explaining the function of the interrelated dimensions of music. Creating and performing a group composition within a given structure using both melodic and rhythmic instruments.</p>	<p>English</p>
<p>Samba & carnival sounds and instruments: South America</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p>Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music.</p>	<p>Geography</p>
<p>Adapting and transposing motifs: Romans</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music. Creating a motif-based composition and notating this using roman mosaic artwork.</p>	<p>History</p>

Year 5	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Composing notation: Egyptians (5 lessons) Go to unit	Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.	Performing Listening Composing Inter-related dimensions of music	Performing accurately from graphic notation using voices and instruments. Identifying how the key features of music are written down, by following a score whilst listening. Creating a sound story using voices and instruments, and notate it using hieroglyphs.	History
Blues (5 lessons) Go to unit	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.	Performing Listening Composing The history of music Inter-related dimensions of music	Performing the blues scale on a tuned percussion. Hearing when songs play the 12 bar blues. Improvising a blues performance. Understanding how this genre of music came to be.	History
South and West Africa (5 lessons) Go to unit	Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).	Performing Listening Composing The history of music Inter-related dimensions of music	Singing a traditional African song unaccompanied. Playing a chord progression on tuned percussion. Recognising the stylistic features of south and west African music. Composing an eight beat rhythmic break. Learning how music evolved in different traditions.	Geography

Year 5	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p>Composition to represent the festival of colour: Holi</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Participating in a class performance. Representing a known piece of music using a graphic score. Creating vocal compositions based on a picture and a colour.</p>	<p>RE</p>
<p>Looping and remixing: Dance music</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well known song before putting a dance music spin to it.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Playing their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes. Creating their own remix using fragments of a known song.</p>	<p>Computing</p>
<p>Musical theatre</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p>Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.</p>	<p>English PE</p>

Year 6	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p>Advanced rhythms</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop a sense of pulse before composing and notating a piece of their own.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p>Performing a rhythmic canon as a class by clapping. Performing a composition by following their own notation. Notating a song by listening to the pulse. Identifying the difference between pulse and rhythm. Constructively critique compositions, using musical vocabulary. Improvising and composing rhythms using the Kodaly Method. Using knowledge of rhythm to compose a simple rhythm. Learning about different method for teaching music</p>	<p>Maths</p>
<p>Dynamics, pitch and texture: Coast - Fingal's Cave by Mendelssohn</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Inspired by Fingal's Cave by Mendelssohn, children represent the waves through music, using dynamics, texture and pitch to create a group composition.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Following a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch. Appraising the work of a classical composer. Characterising music using language. Notating ideas to create a wave composition using dynamics, pitch and texture.</p>	<p>Geography English</p>
<p>Songs of World War 2</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.</p>	<p>Performing</p> <p>Listening</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p>Singing a war-time favourite with expression and dynamics. Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. Identifying pitch changes in music. Understanding what war-time music sounded like in WW1 and WW2.</p>	<p>History</p>

Year 6	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Film music (5 lessons) Go to unit	Exploring and appraising film music. Using graphic scores to interpret film music before composing a soundtrack play alongside film clips.	Performing Listening Composing Inter-related dimensions of music	Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme.	English Drama PSHE
Theme and Variations: Pop Art (5 lessons) Go to unit	Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.	Performing Listening Composing The history of music Inter-related dimensions of music	Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together.	Art English- Poetry
Composing and performing a leavers' song (5 lessons) Go to unit	Listening to and critiquing songs reflective of new beginnings. Creating their own leavers' song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies.	Performing Listening Composing Inter-related dimensions of music	Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.	English