



Music

Curriculum overview

Kapow Primary offers full coverage of the KS1 and KS2 Music curriculum and we have categorised our content into four strands:

Performing

Listening

Composing

The history of music

<p>Early Years Foundation Stage - Early years outcomes: Exploring and using media and materials</p> <p>You may observe that a child:</p>	<p>Kapow Primary's music strands</p>	<p>Kapow Primary's units</p> <p>Reception:</p>
<p>Begins to build a repertoire of songs and dances.</p>	<p>P</p> <p>L</p>	<p>Teacher guidance: Music and continuous provision Celebration music Music and movement Big band Musical stories</p>
<p>Explores the different sounds of instruments.</p>	<p>P</p> <p>C</p>	<p>Teacher guidance: Music and continuous provision Celebration music Music and movement Big band Musical stories</p>
<p>ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>P C</p> <p>L</p>	<p>Teacher guidance: Music and continuous provision Celebration music Music and movement Big band Musical stories</p>

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

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

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		<p>Year 3</p>	<p>Year 4</p>
<p>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>Listening</p> <p>The history of music</p>	<p>Creating compositions in response to animation</p> <p>Ballads</p> <p>Pentatonic melodies and composition</p> <p>Traditional instruments and improvisation</p> <p>Developing singing technique and keeping in time</p> <p>Jazz</p>	<p>Body and tuned percussion</p> <p>Haiku, music and performance</p> <p>Adapting and transposing motifs</p> <p>Samba and carnival sounds and instruments</p> <p>Blues</p> <p>Rock and roll</p>
<p>Develop an understanding of the history of music</p>	<p>The history of music</p>	<p>Creating compositions in response to animation</p> <p>Traditional instruments and improvisation</p> <p>Jazz</p>	<p>Samba and carnival sounds and instruments</p> <p>Blues</p> <p>Rock and roll</p>

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

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		<p>Year 5</p>	<p>Year 6</p>
<p>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>Listening</p> <p>The history of music</p>	<p>South and West Africa Composition to represent the festival of colour Changes in pitch, tempo and dynamics Composition notation Looping and remixing Musical theatre</p>	<p>Songs of World War 2 Advanced rhythms Dynamics, pitch and texture Transposition Film music Composing and performing a leavers' song</p>
<p>Develop an understanding of the history of music</p>	<p>The history of music</p>	<p>South and West Africa Musical theatre</p>	<p>Songs of World War 2 Advanced rhythms Transposition</p>

<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>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>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>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>Communication and language - understanding, listening & speaking. Physical development - moving and handling. Literacy - reading, Phase 1 phonics. CoEL - Playing and exploring.</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>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>Communication and language - understanding, listening & speaking. Understanding the world - people and communities. CoEL - Playing and exploring.</p>
<p>Music and movement</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>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.</p>	<p>Performing</p> <p>Listening</p>	<p>Singing short songs from memory, adding simple dynamics. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.</p>	<p>Communication and language - understanding, listening & speaking. Physical development - moving and handling. Literacy - reading, Phase 1 phonics. Being imaginative. CoEL - Playing and exploring. CoEL - Creating and thinking critically.</p>
<p>Big Band</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>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.</p>	<p>Performing</p> <p>Composing</p>	<p>Playing simple patterns on un-tuned 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.</p>	<p>Communication and language - understanding, listening & speaking. Physical development - moving and handling. Being imaginative. CoEL - Playing and exploring. CoEL - Active learning. CoEL - Creating and thinking critically.</p>
<p>Musical stories</p> <p>(6 lessons)</p> <p>Go to unit</p>	<p>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.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>Playing simple patterns on un-tuned 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.</p>	<p>Communication and language - understanding, listening & speaking. Being imaginative. CoEL - Playing and exploring. CoEL - Active learning. CoEL - Creating and thinking critically.</p>

Year 1

Unit description

Pupils will be...

Curriculum coverage

The key strands are:

In this unit, the pupils will be...

Cross-curricular

<p>Pulse and rhythm: All about me</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>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.</p>	<p>PSHE</p>
<p>Timbre and rhythmic patterns: Fairy tales</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>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.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>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.</p>	<p>English</p>
<p>Pitch and tempo: Superheroes</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Experimenting with tempo and pitch using tuned and untuned instruments.</p>	
<p>Classical music, dynamics and tempo: Animals</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>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.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>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.</p>	<p>PE (dance)</p>
<p>Chanting and tuned percussion: Space</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Journeying into space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>Singing and playing in response to instructions as part of a class performance. Responding to music through expressive and appropriate movement. Creating a sequence of notes. Creating a chant.</p>	<p>Science</p>
<p>Vocal and body sounds: By the sea</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>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.</p>	<p>Geography</p>

	Unit description Pupils will be...	Curriculum coverage The key strands are:	Curriculum coverage In this unit, the pupils will be...	Cross-curricular
Musical me: Singing and playing a song (5 lessons) Go to unit	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.	Performing Listening Composing	Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Choosing appropriate dynamics and timbre for a piece of music.	
Orchestral instruments: Traditional stories (5 lessons) Go to unit	Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.	Performing Listening Composing	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.	English
Myths and legends (5 lessons) Go to unit	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.	Performing Listening Composing	Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.	English
African call and response song: Animals (5 lessons) Go to unit	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.	Performing Listening Composing	Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Creating short sequences of sound on a given idea.	
Dynamics, timbre, tempo and motifs: Space (5 lessons) Go to unit	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.	Performing Listening Composing	Performing a melodic motif musically. Listening for and recognising instrumentation. Creating a melodic motif from a set of five notes.	Science
On this island: British songs and sounds (5 lessons) Go to unit	Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.	Performing Listening Composing	Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.	Geography

	Unit description Pupils will be...	Curriculum coverage The key strands are:	Curriculum coverage In this unit, the pupils will be...	Cross-curricular
<p>Creating compositions in response to an animation: Mountains</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>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.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p>	<p>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.</p>	<p>Geography</p>
<p>Developing singing techniques and keeping in time: The vikings</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>Developing singing skills in this History-themed topic and learning to recognise staff notation.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>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.</p>	<p>History</p>
<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>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>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>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>
<p>Ballads</p> <p>(5 lessons)</p> <p>Go to unit</p>	<p>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.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p>	<p>Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad.</p>	<p>English</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>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>

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	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
Adapting and transposing motifs: Romans (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	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.	History
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	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)
Haiku, music and performance: Hanami (5 lessons) Go to unit	Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms.	Performing Listening Composing	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.	English
Samba & carnival sounds and instruments: South America (5 lessons) Go to unit	Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.	Performing Listening Composing The history of music	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.	Geography
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	Performing the blues scale on a tuned percussion instrument. Hearing when songs play the 12 bar blues. Improvising a blues performance. Understanding how this genre of music came to be.	History

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	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
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	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
Looping and remixing: Dance music (5 lessons) Go to unit	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.	Performing Listening Composing	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.	Computing
Composition to represent the festival of colour: Holi (5 lessons) Go to unit	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.	Performing Listening Composing	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.	RE
Changes in pitch, tempo and dynamics: Rivers (5 lessons) Go to unit	Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.	Performing Listening Composing	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
Musical theatre (5 lessons) Go to unit	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.	Performing Listening Composing The history of music	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.	English PE

	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular
Songs of World War 2 (5 lessons) Go to unit	Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.	Performing Listening The history of music	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.	History
Advanced rhythms (5 lessons) Go to unit	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.	Performing Listening Composing The history of music	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	Maths
Dynamics, pitch and texture: Coast - Fingal's Cave by Mendelssohn (5 lessons) Go to unit	Inspired by Fingal's Cave by Mendelssohn, children represent the waves through music, using dynamics, texture and pitch to create a group composition.	Performing Listening Composing	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.	Geography English
Transposition: 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	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
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	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
Composing and performing a leavers' song (6 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	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