

## Music Overview (Kapow - see Mixed Age)

| Class              | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                               | Term 2                                                                                                                                                                                                         | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Term 4                                                                                                                                                                                                                                                                                                                                  | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 6                                                                                                                                                                                                                 |
| Class 1            | <b>Exploring Sound</b><br>Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamics when playing instruments, identify sounds in the environment and differentiate between them.                                                                                                                                                                                                   | <b>Nativity preparation, linked with:</b><br><br><b>Celebration Music</b><br>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas. | <b>Movement and Sound</b><br>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.                                                                                                                                                                                                                                                                                                                                                                    | <b>Musical Stories</b><br>A unit based on traditional children's tales and songs. Moving to music with instruction, 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 story. | <b>Transport</b><br>Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.                                                                                                                                                                                                                                                                                                                                                          | <b>Big Band</b><br>Learning 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. |
| Class 2<br>CYCLE A | <b>Keeping the pulse (My Favourite Things)</b> <ul style="list-style-type: none"> <li>Clap the rhythm of their name in time to the pulse.</li> <li>Sway or tap in time to the pulse.</li> <li>Sing a rhythm in time with the pulse.</li> <li>Copy rhythms based on word patterns using an instrument.</li> <li>Keep the pulse while playing a rhythm on an instrument.</li> <li>Follow instructions during a performance.</li> </ul> |                                                                                                                                                                                                                | <b>Pitch (Superheroes)</b> <ul style="list-style-type: none"> <li>Identify high and low notes.</li> <li>Perform high and low notes.</li> <li>Create and perform a two-note and three-note pattern.</li> <li>Identify and perform changes in tempo.</li> <li>Contribute musical ideas and cooperate within a group.</li> <li>Prepare and perform a musical piece.</li> <li>Demonstrate a musical understanding of tempo and pitch.</li> <li>Participate in discussions about pitch and tempo.</li> <li>Offer feedback to groups on their</li> </ul> |                                                                                                                                                                                                                                                                                                                                         | <b>Singing (On this Island)</b> <ul style="list-style-type: none"> <li>Breathe after each phrase in a song when singing.</li> <li>Sing a song from memory.</li> <li>Use different pitches while singing (high and low notes).</li> <li>Sing lyrics accurately.</li> <li>Perform actions that match lyrics.</li> <li>Collaborate and communicate within a group.</li> <li>Use sounds creatively to represent a chosen environment.</li> <li>Perform a composition.</li> <li>Apply pitch and dynamics to enhance a composition.</li> </ul> |                                                                                                                                                                                                                        |

# Long Term Planning

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>performance.</p> <ul style="list-style-type: none"> <li>Follow instructions during a performance.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Read notation from left to right.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Class 2<br>CYCLE B | <b>Dynamics (The Seaside)</b> <ul style="list-style-type: none"> <li>Use appropriate, justified movements to represent dynamics.</li> <li>Identify sounds within the music and describe them using adjectives.</li> <li>Recreate sounds using voice or body and extend ideas by adding dynamics.</li> <li>Create appropriate, original sounds with their voice and body.</li> <li>Use instruments to create loud and soft sounds.</li> <li>Justify instrument and sound choices.</li> <li>Follow instructions during a performance.</li> <li>Create and play a musical score that showcases understanding by using dynamic symbols.</li> </ul> | <b>Call and response (Animals)</b> <ul style="list-style-type: none"> <li>Use dynamics when creating sound.</li> <li>Play in time with a group.</li> <li>Experiment with different sounds on the same instrument.</li> <li>Clap the animal sound patterns mostly accurately.</li> <li>Clap the sound patterns in time with the pulse of the backing track.</li> <li>Demonstrate both a call and response.</li> <li>Copy a sound pattern using an instrument.</li> <li>Playing either a call and/or response role in time with another pupil.</li> <li>Perform a composition.</li> </ul> | <b>Musical symbols (Under the Sea)</b> <ul style="list-style-type: none"> <li>Move to reflect a character.</li> <li>Create sounds to reflect a character</li> <li>Move at a speed that reflects the tempo of the audio.</li> <li>Respond to dynamic changes without prompting.</li> <li>Demonstrate a sound pattern correctly to a pulse.</li> <li>Sing and play high and low sounds.</li> <li>Read symbols representing high and low sounds correctly.</li> <li>Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</li> </ul> |
| Class 3<br>CYCLE A | <b>South Africa - Instrumental lessons</b> <ul style="list-style-type: none"> <li>Correctly label all staff notation features.</li> <li>Share their ideas about South African music.</li> <li>Play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time.</li> <li>Play both patterns accurately and in time.</li> <li>Play the rhythmic pattern and sing the tune accurately and in time.</li> <li>Create and perform an eight beat rhythm pattern.</li> </ul>                                                                   | <b>Adapting and transposing motifs (The Romans)</b> <ul style="list-style-type: none"> <li>Learn a new song, singing in time and in tune while following the lyrics.</li> <li>Identify motifs aurally and play a repeated pattern on a tuned instrument.</li> <li>Create and performing a motif, notating it with reasonable accuracy.</li> <li>Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li> <li>Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul>                                | <b>Body and tuned percussion (Rainforests)</b> <ul style="list-style-type: none"> <li>Identify the structure of a piece of music.</li> <li>Have an idea as to when there is one layer in a piece of music and when there are two.</li> <li>Play a sequence in the correct order in time with their partner.</li> <li>Have two contrasting rhythms being played together.</li> <li>Have two different melodies being played together.</li> <li>Have a complete piece of music with four different layers with an appropriate structure.</li> </ul>                                                     |
| Class 3<br>CYCLE B | <b>Rock and Roll</b> <ul style="list-style-type: none"> <li>Perform the hand jive hand actions in sequence and in time with the music.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Changes in pitch, dynamic and tempo (Rivers)</b> <ul style="list-style-type: none"> <li>Sing in tune and in harmony with others, with developing breath control.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Samba and carnival sounds (South America)</b> <ul style="list-style-type: none"> <li>Explain what samba music is and that it is mainly percussion instruments used in</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |

# Long Term Planning

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <ul style="list-style-type: none"> <li>• Sing in tune and perform their actions in time.</li> <li>• Play the notes of the walking bass in the correct sequence.</li> <li>• Independently play their part with some awareness of the other performers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Explain how a piece of music makes them feel with some use of musical terminology.</li> <li>• Perform a vocal ostinato in time.</li> <li>• Listen to other members of their group as they perform.</li> <li>• Create an ostinato and represent it on paper so that they can remember it.</li> <li>• Create and perform a piece with a variety of ostinatos.</li> </ul>                                                      | <p>celebrations such as Carnival in Brazil.</p> <ul style="list-style-type: none"> <li>• Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm.</li> <li>• Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</li> <li>• Play their break in time with the rest of their group and play in the correct place in the piece.</li> <li>• Play in time and with confidence; accurately playing their break.</li> </ul> |
| Class 4<br>CYCLE A | <b>Film music</b> <ul style="list-style-type: none"> <li>• Identify how different styles of music contribute to the feel of a film.</li> <li>• Participate in discussions, sharing their views and justifying their answers.</li> <li>• Use the terms 'major' and 'minor'.</li> <li>• Identify different instruments to describe how music evokes different emotions.</li> <li>• Identify pitch, tempo and dynamics, and use these to explain and justify their answers.</li> <li>• Give reasonable and thought-out suggestions for what different graphic scores represent.</li> <li>• Use their body, voice and instruments to create sounds to represent a given theme.</li> <li>• Create a musical score to represent a composition.</li> <li>• Interpret their graphic score and performing their composition appropriately with their group.</li> <li>• Create sounds that relate to the scene of a film.</li> </ul> | <b>Musical theatre</b> <ul style="list-style-type: none"> <li>• Explain what musical theatre is and be able to recall at least three features of this kind of music.</li> <li>• Categorise songs as action songs or character songs.</li> <li>• Select appropriate existing music for their scene to tell the story of a journey.</li> <li>• Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</li> </ul> | <b>Songs of WW2</b> <ul style="list-style-type: none"> <li>• Use musical and comparative language in discussion.</li> <li>• Follow the melody line.</li> <li>• Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.</li> <li>• Sing the correct words at the correct time.</li> <li>• Recall the counter-melody line.</li> </ul>                                                                                                                                            |
| Class 4            | <b>Blues</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Composition to represent colour (Holi Festival)</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>South and West Africa</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## Long Term Planning

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CYCLE B | <ul style="list-style-type: none"> <li>• Name three key features of blues music.</li> <li>• Sing in tune, using vocal expression to convey meaning.</li> <li>• Explain what a chord is and play the chord of C sixteen times.</li> <li>• Play the 12-bar blues correctly.</li> <li>• Play the notes of the blues scale in the correct order, ascending and descending.</li> <li>• Play a selection of blues scale notes out of order in their own improvisation.</li> </ul> | <ul style="list-style-type: none"> <li>• Suggest a colour to match a piece of music.</li> <li>• Create a graphic score and describe how this matches the general structure of a piece of music.</li> <li>• Create a vocal composition in response to a picture and justify their choices using musical terms.</li> <li>• Create a vocal composition in response to a colour.</li> <li>• Record their compositions in written form.</li> <li>• Work as a group to perform a piece of music.</li> </ul> | <ul style="list-style-type: none"> <li>• Sing using the correct pronunciation and with increasing confidence.</li> <li>• Play a chord with two notes, remaining in time.</li> <li>• Maintain their part in a performance with accuracy.</li> <li>• Play the more complicated rhythms in time and with rests.</li> <li>• Create an eight beat break and play this in the correct place.</li> </ul> |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|