



The Weald Federation: Music

With God's Love, we grow and learn together.

Intent

Music plays an integral part in all of the schools in The Weald Federation. Through this particular aspect of the arts, we allow our children to express creativity in their listening, appraising, performance and composition of music. We give our children the opportunity to participate in music as a whole school and as part of our wider Christian community, where singing plays an important role in performances, collective worship and services. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Ultimately, we want to help children feel that they are musical and to develop a life-long love of music.

Implementation

The starting point for all of our teaching is the National Curriculum and for music, learning is based on the DfE non-statutory guidance written in the Model Music Curriculum. As mixed-form entry schools, our curriculum has been carefully planned to ensure that learning is sequential with opportunities for pupils to revisit and embed prior learning. Pupils will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as teamwork, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Our curriculum is based upon the Kapow scheme of work, supplemented with other lessons and experiences, which enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum. There are five key strands which are woven together to create engaging and enriching learning experiences. These are:

- Singing & performing
- Listening
- Composing
- The history of music (Key Stage 2 Only)
- The inter-related elements of music: pitch; duration, dynamics; tempo; timbre; texture; structure; musical notation

Throughout their time at school, pupils will be taught how to sing fluently and expressively, play tuned and untuned instruments accurately and with control and learn to recognise, name and use the inter-related elements of music. Lessons are 'hands-on' and incorporate movement and dance elements. In addition, instrumental lessons will allow Lower Key Stage 2 pupils to develop their expertise in using a tuned instrument for a minimum of one term (as recommended in the Model Music Curriculum).

Lessons are adaptable to meet the needs of cohorts and individual children ensuring that lessons can be accessed by all and that opportunities are in place to stretch pupils' learning when required. Knowledge organisers for each unit of work support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Music is an important part of everyday school life and plays an important role whenever we share learning or perform for parents and the wider community. A variety of group and private music lessons are also offered via specialist music teachers including woodwind instruments, string instruments and percussion.

Impact

Through our music teaching, we hope to improve our children's well-being, confidence and spirituality, as well as develop our children's skills as young musicians, increasing their musical ability. Continuous assessment ensures that pupils will be supported to achieve highly and reach their full potential. When children leave our schools, they will be confident performers, composers and listeners who can express themselves musically at and beyond school. They will be equipped with a range of skills, enabling them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.



The Weald Federation: Music Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Our Planet	Into Winter	China	Toy Stories	Kenya	On Safari
	On this island: British songs & sounds (y2)	Timbre & rhythmic patterns (y1) Fairy tales	Musical Me (y2)	Pitch & Tempo (y1) Superheroes	Classical music, dynamics & tempo (y1) Animals	African call and response song (y2) Animals
Yr 3 & 4	Stone Age to Iron Age	Frozen	Robots	Extreme Earth	Ancient Egypt	Ancient Greece
	Rock and Roll (y4)	Ballads (y3)	Creating a composition in response to an animation (y3) Mountains	Haiku, music & performance (y4) Hanami festival	Composition notation (y5) Ancient Egypt	Samba and carnival sounds and instruments (y4)
Yr 5 & 6	Africa	Adventure	Courage	Travel Through Time	Coasts	Oceans
	South & West Africa (y5)	Compositions to represent the festival of colour (y5)	Songs of World War 2 (y6)	Themes & variations (y6) Pop Art	Dynamics, pitch & texture (y6) Coast – Fingal’s Cave	Composing & performing a leaver’s song (y6)

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	Into the Woods	Lighting up the Sky	Man on the Moon	India	Sea Explorers	Pirates Ahoy!
	Orchestral Instruments (y2) Traditional western stories	Pulse and Rhythm (y1) All About Me	Dynamics, timbre, tempo & motifs (y2) Space	Myths & Legends (y2)	Musical vocabulary (y1) Under the Sea	Vocal and body sounds (y1) By the Sea
Yr 3 & 4	Invasion!	There be Dragons...	Fantastical Adventures	Chocolate!	Environmental Heroes	Rivers
	Adapting & transposing motifs (y4) Romans	Developing singing technique (y3) Vikings	Instrumental lessons unit South Africa	Jazz (y3)	Instrumental lessons unit Caribbean	Changes in pitch, tempo and dynamics (y4) Rivers
Yr 5 & 6	Rainforests	Potions!	To Infinity & Beyond	Journeys	Victorians	Inventions
	Body & tuned percussion (y4) Rainforests	Film music (y6)	Musical Theatre (y5)	Looping & remixing (y5)	Blues (y5)	Composing & performing a leaver’s song (y6)

Bold headings = Based on Kapow scheme of work, timing of these has been adapted (where possible) to match our topic-based curriculum

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for Music



The Weald Federation: Music – Progression of Skills (assessment points)

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Listening		
<ul style="list-style-type: none"> • Can recognise and understand the difference between pulse and rhythm • Can recognise basic tempo, dynamic and pitch changes e.g. faster/slower, louder/quieter and higher/lower • Understands that different types of sounds are called timbres and can recognise timbre changes in music they listen to • Is able to listen to and repeat a short, simple melody by ear • Can express an opinion about music and suggest improvements to their own and others work 	<ul style="list-style-type: none"> • Can recognise the use and development of motifs in music • Can identify scaled dynamics (crescendo / decrescendo) within a piece of music • Can describe the timbre, dynamic and textural details of a piece of music • Can recognise and explain the changes within a piece of music using musical vocabulary • Can use musical vocabulary when discussing improvements to their own and others' work 	<ul style="list-style-type: none"> • Can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary • Can identify the way that features of a song can complement one another to create a coherent overall effect • Can represent the features of a piece of music and changes in pitch, dynamics and texture using graphic notation • Can use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work
Composing		
<ul style="list-style-type: none"> • Can select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Can combine and layer instrumental and vocal patterns within a given structure • Can create simple melodies from five or more notes • Can use letter name and graphic notation to represent the details of their composition • Is beginning to suggest improvement to their own work 	<ul style="list-style-type: none"> • Can compose a coherent piece of music in a given style with voices, bodies and instruments • Can create a piece of music with at least four different layers and a clear structure • Can develop melodies using rhythmic variation, transposition, inversion and looping • Can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions • Can suggest improvements to others' work using musical vocabulary 	<ul style="list-style-type: none"> • Can improvise coherently and creatively within a given style • Can compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments • Can combine rhythmic patterns (ostinato) into a multi-layered composition • Can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture • Can use staff notation to record rhythms and melodies. • Can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence
Singing & Performing		
<ul style="list-style-type: none"> • Can use their voice expressively when singing, including the use of basic dynamics (loud & quiet) • Can sing short songs from memory, with melodic and rhythmic accuracy • Can copy back short rhythmic and melodic phrases on percussion instruments • Can copy longer rhythmic phrases on untuned percussion instruments, keeping a steady pulse • Can sing back short melodic patterns by ear and play short melodic patterns from letter notation 	<ul style="list-style-type: none"> • Can sing songs in a variety of musical styles with accuracy and control • Can sing and play in time with peers with accuracy and awareness of their part in a group performance • Can play melody parts on tuned instruments with accuracy and control and developing instrumental technique • Can play syncopated rhythms with accuracy, control and fluency • Can perform from basic notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology 	<ul style="list-style-type: none"> • Can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression • Can work as a group to perform a piece of music, keeping in time with others and adjusting inter-related elements as required e.g. dynamics and pitch • Can play a simple chord progression with accuracy and fluency • Can perform with accuracy and fluency from graphic and staff notation and from their own notation
History of Music		
	<ul style="list-style-type: none"> • Understands that music from different times has different features • Can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary 	<ul style="list-style-type: none"> • Can discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time • Can discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles



The Weald Federation: Music – Knowledge Progression

(see 'Progression of Skills' to see how these are applied and assessed)

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Inter-related elements of music - Know and understand that...			
PITCH	<ul style="list-style-type: none"> pitch means how high or low a note sounds some tuned instruments have a lower range of pitches and some have a higher range of pitches. a melody is made up from high and low pitched notes played one after the other, making a tune. 	<ul style="list-style-type: none"> the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. some traditional music around the world is based on five-notes called a 'pentatonic' scale using only the five notes C D E G A. a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. a glissando in music means a sliding effect played on instruments or made by your voice. 'transposing' a melody means changing its key, making it higher or lower pitched. 	<ul style="list-style-type: none"> a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. the Solfa syllables represent the pitches in an octave. 'major' key signatures use note pitches that sound cheerful and upbeat. 'minor' key signatures use note pitches that can suggest sadness and tension. a melody can be adapted by changing its pitch.
DURATION	<ul style="list-style-type: none"> rhythm means a pattern of long and short notes. 'duration' means how long a note, phrase or whole piece of music lasts the long and short sounds of a spoken phrase can be represented by a rhythm. 	<ul style="list-style-type: none"> different notes have different durations, and that crotchets are worth one whole beat. written music tells you how long to play a note for. combining different instruments playing different rhythms creates layers of sound called 'texture'. playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. a motif in music can be a repeated rhythm. 	<ul style="list-style-type: none"> 'poly-rhythms' means many different rhythms played at once. the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. a quaver is worth half a beat.
DYNAMICS	<ul style="list-style-type: none"> dynamics means how loud or soft a sound is. sounds can be adapted to change their mood, e.g. through dynamics, and this can change the effect a sound has on the audience 	<ul style="list-style-type: none"> the word 'crescendo' means a sound getting gradually louder changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made a melody can be adapted by changing its dynamics
TEMPO	<ul style="list-style-type: none"> the 'pulse' is the steady beat that goes through music. tempo is the speed of the music and that changing the tempo of a musical phrase can achieve a different effect 	<ul style="list-style-type: none"> playing in time means all performers playing together at the same speed. 	<ul style="list-style-type: none"> a slow tempo can be used to make music sound sad. varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. a melody can be adapted by changing its dynamics, pitch or tempo



The Weald Federation: Music – Knowledge Progression cont.

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Inter-related elements of music - Know and understand that...			
TIMBRE	<ul style="list-style-type: none"> 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. instruments can be used to create 'real life' sound effects or matched to noises based on its timbre (e.g. animal noises) 	<ul style="list-style-type: none"> the timbre of instruments played affect the mood and style of a piece of music. grouping instruments according to their timbre can create contrasting 'textures' in music. both instruments and voices can create audio effects that describe something you can see. 	<ul style="list-style-type: none"> human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.
TEXTURE	<ul style="list-style-type: none"> music has layers called 'texture' a graphic score can show a picture of the layers, or 'texture', of a piece of music 	<ul style="list-style-type: none"> combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. harmony means playing two notes at the same time, which usually sound good together. 	<ul style="list-style-type: none"> a chord is the layering of several pitches played at the same time. poly-rhythms means many rhythms played at once. texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
STRUCTURE	<ul style="list-style-type: none"> a piece of music can have more than one section, e.g. a verse and a chorus structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. 	<ul style="list-style-type: none"> in a ballad, a 'stanza' means a verse. music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale deciding the structure of music when composing can help us create interesting music with contrasting sections. an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. musical motifs (repeating patterns) are used as a building block in many well-known pieces of music 	<ul style="list-style-type: none"> a loop is a repeated rhythm or melody, and is another word for ostinato 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. a chord progression is a sequence of chords that repeats throughout a song. a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
NOTATION	<ul style="list-style-type: none"> music can be represented by pictures or symbols 'notation' means writing music down so that someone else can play it a graphic score can show a picture of the structure and / or texture of music. 	<ul style="list-style-type: none"> 'reading' music means using how the written note symbols look and their position to know what notes to play 'performance directions' are words added to music notation to tell the performers how to play. 	<ul style="list-style-type: none"> simple pictures can be used to represent the structure (organisation) of music that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. chord progressions are represented in music by Roman numerals



The Weald Federation: Music – Areas of Study

YEAR 1 & 2 – Cycle A	YEAR 1 & 2 – Cycle B	YEAR 3 & 4 – Cycle A	YEAR 3 & 4 – Cycle B	YEAR 5 & 6 – Cycle A	YEAR 5 & 6 – Cycle B
<p>On this island: British Songs and Sounds (Kapow Y2)</p> <ul style="list-style-type: none"> British seaside sounds – learn about music of the British Isles Countryside sounds – learn about music of the British Isles and create music of our own Sounds of the city – learn about music of the British Isles and create music of our own Structured soundscape - compose a piece of music as part of a group Journey through Britain - evaluate and improve a group composition <p>Timbre & rhythmic patterns - Fairy tales (Kapow Y1)</p> <ul style="list-style-type: none"> Character voices - use voices expressively to speak and chant Starting with instruments- select suitable instrumental sounds to represent a character Rhythms - compose and play a rhythm Responding to music -- how timbre is used to represent characters in a piece of music Keeping the pulse - keep the pulse using untuned instruments <p>Musical Me (Kapow Y2)</p> <ul style="list-style-type: none"> Once a man fell in a well - sing and play an instrument at the same time Dynamics and timbre - choose and play appropriate dynamics & timbres for a piece of music Melody - use musical notation to play melodies My own melody - use letter notation to write own melody Group composition - use timbre and dynamics in musical composition 	<p>Orchestral Instruments – traditional Western stories (Kapow Y2)</p> <ul style="list-style-type: none"> The Three Bears - listen to and analyse an orchestral version of a traditional story The Snow Queen - listen to and analyse a film musical version of a traditional story Red Riding Hood - Select appropriate sounds to match events, characters and feelings in a story Jack and the Beanstalk - write a play script and select appropriate musical sounds to accompany it Super storytellers - perform a story script with accompanying music <p>Pulse & Rhythm – All About Me (Kapow Y1)</p> <ul style="list-style-type: none"> My favourite things - use my voice and hands to make music You've got a friend - clap and play in time to the music Dance, dance, dance - play simple rhythms on an instrument Happy - listen to and repeat short rhythmic patterns Practice makes perfect - understand the difference between pulse and rhythm. <p>Dynamics, timbre, tempo & motifs – Space (Kapow Y2)</p> <ul style="list-style-type: none"> Space soundtrack - create a simple soundscape for effect Listening to space - listen for and recognise some basic elements of music Comparing planets - compare two pieces of music Planet motif - create short sequences of sound Journey to space - create short sequences of sound and perform with accuracy 	<p>Rock and Roll (Kapow Y4)</p> <ul style="list-style-type: none"> Hand jive - understand the history of rock and roll music Rock around the clock - able to perform with a sense of style Walking bass line - play a walking bass line on tuned percussion Performing the bass - play a rock and roll bass line Rock and Roll performance - play a rock and roll piece of music <p>Creating a composition in response to an animation - mountains (Kapow Y3)</p> <ul style="list-style-type: none"> Telling stories through music - tell a story from a piece of music through movement Creating a soundscape - create a soundscape using percussion instruments Story sound effects - create a range of sounds to accompany a story Adding rhythm - compose and perform a rhythm to accompany a story Musical mountain - compose and notate a short melody to accompany a story <p>Ballads (Kapow Y3)</p> <ul style="list-style-type: none"> What is a ballad? - use musical vocabulary to explain the stylistic features of a ballad. Performing a ballad - explore how actions can impact performance The story behind the song - plan a musical structure inspired by a story Writing lyrics - create lyrics that match a melody Singing my ballad - show awareness of style, structure and features to perform a ballad. 	<p>Adapting & transposing motifs – Romans (Kapow Y4)</p> <ul style="list-style-type: none"> Here come the Romans - sing in tune and in time Musical motifs - understand what a musical motif is Motifs and mosaics - compose and notate a motif Motif development - develop and transpose a musical motif Combine and perform - combine and perform different versions of a musical motif <p>Developing singing technique – Vikings (Kapow Y3)</p> <ul style="list-style-type: none"> Here come the Vikings! - sing in time with others Sing like a Viking - sing in time with others Viking notation - recognise simple rhythmic notation by ear and by sight Viking battle song - use simple rhythmic notation to compose a Viking battle song Perform like a Viking - perform music with confidence and discipline <p>Instrumental lessons unit South Africa (Kapow)</p> <ul style="list-style-type: none"> Staff notation – basic features of staff notation & music from South Africa Minims – recognise and play minims, creating a harmonic ostinato Semibreves – recognise and play semibreves by ear and from staff notation Crotchets and rests – understand that a crotchet is worth one beat and play crotchets and crochets rests by ear and from staff notation Gumboot dance – compose and perform rhythmic patterns and perform 	<p>South & West Africa (Kapow Y5)</p> <ul style="list-style-type: none"> 'Shosholoza' a cappella - sing a traditional African song unaccompanied Playing 'Shosholoza' -use tuned percussion to play a chord progression The 'Shosholoza' show - use vocals or tuned percussion to perform as an ensemble Drumming away to Africa - play call and response rhythms using percussion instruments Eight-beat breaks - create an eight beat break to play within a performance <p>Compositions to represent the festival of colour (Kapow Y5)</p> <ul style="list-style-type: none"> Hearing colours - music can be represented with colours Picturing music - a piece of music as a graphic score Vocal composition – create a vocal composition based on a picture Colour composition - create a piece of music inspired by a single colour Performing in colour - work as a group to perform a piece of music <p>Songs of World War 2 (Kapow Y6)</p> <ul style="list-style-type: none"> Singing for victory - use musical vocabulary to identify features of different eras of music The White Cliffs of Dover - improve accuracy in pitch and control, singing with expression and dynamics Pitch up - identify pitches within an octave when singing Harmonise - use knowledge of pitch to develop confidence when singing in parts Let's notate - notate a melody using pitches up to an octave 	<p>Body & tuned percussion - rainforests (Kapow Y4)</p> <ul style="list-style-type: none"> Pitter patter raindrops - structure and texture in music Rainforest body percussion - use body percussion The rhythm of the forest floor - create musical rhythms using body percussion The loopy rainforest - create simple tunes Sounds of the rainforest - build and improve a composition <p>Film music (Kapow Y6)</p> <ul style="list-style-type: none"> Soundtracks - appraise different musical features in a variety of film contexts Scenes and sounds - identify and understand some composing techniques in film music Following the score - use graphic scores to interpret different emotions in film music Composing for film - create and notate musical ideas and relate them to film music The soundtrack - play a sequence of musical ideas to convey emotion <p>Musical theatre (Kapow Y5)</p> <ul style="list-style-type: none"> What is musical theatre? - the history of musical theatre Character or action song - identify character songs and action songs Create your own musical - create a musical theatre scene Rehearsing my musical - rehearse a musical theatre scene Performing my musical - perform a musical theatre scene



The Weald Federation: Music – Areas of Study *cont.*

YEAR 1 & 2 – Cycle A	YEAR 1 & 2 – Cycle B	YEAR 3 & 4 – Cycle A	YEAR 3 & 4 – Cycle B	YEAR 5 & 6 – Cycle A	YEAR 5 & 6 – Cycle B
<p>Pitch & Tempo - superheroes (Kapow Y1)</p> <ul style="list-style-type: none"> High fliers - concept of pitch Pitch patterns - create a pattern using two pitches Faster than a speeding bullet - concept of tempo Superhero theme tune - create a superhero theme tune Final performance - perform confidently as part of a group <p>Classical music, dynamics & tempo – animals (Kapow Y1)</p> <ul style="list-style-type: none"> Percussive animals - use percussion and body expressively in response to music Singing animals - sing a song in sections Performing animals - perform a song Composing animals - use instruments to create different sounds The story of the lion - create and choose sounds <p>African call and response song - animals (Kapow Y2)</p> <ul style="list-style-type: none"> Going on safari - create short sequences of sound Rhythmic safari - copy a short rhythm Call and response - learn a traditional song from Ghana Rhythmic response - create rhythms based on call and response The safari event - add dynamics (volume) to a structure of rhythms 	<p>Myths & legends (Kapow Y2)</p> <ul style="list-style-type: none"> Rhythm and structure - create a rhythm Structured graphic score - show structure on a graphic score Layered graphic score - write a graphic score to show texture Compose with structure - compose a piece of music with a given structure Rehearse and perform To perform a group composition <p>Musical vocabulary – Under the sea (Kapow Y1)</p> <ul style="list-style-type: none"> Dive into danger! - the musical vocabulary: pulse and tempo Underwater world - explain what dynamics and timbre are Underwater world - explain what pitch and rhythm are Coral reef - explain what texture and structure are understand key musical dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre <p>Vocal and body sounds –By the sea (Kapow Y1)</p> <ul style="list-style-type: none"> Vocal and body sounds - music can be used to represent an environment Embodying the sea - how music can represent changes in an environment Musical treasure hunt - select instruments to match seaside sounds Seaside story - recognise and use dynamics and tempo Seaside soundscape - write music down and perform from a graphic score 	<p>Haiku, music & performance – Hanami festival(Kapow Y4)</p> <ul style="list-style-type: none"> Describing blossom - describe the festival of Hanami using words and sounds Sounds of blossom - represent a blossom tree using sounds Blossom haiku - identify different musical features Haiku melodies - work as a group to create a piece of music to celebrate Hanami Haiku performance - perform a piece of music to celebrate Hanami <p>Composition notation – Ancient Egypt (Kapow Y5)</p> <ul style="list-style-type: none"> Here come the Egyptians - sing with accuracy, fluency, control, and expression Hieroglyphic score - explore and use different forms of notation Play like an Egyptian - understand note length Pitch pyramids - read simple pitch notation Egyptian farewell - use hieroglyphs and stave notation to write a piece of music <p>Samba and carnival sounds and instruments (Kapow Y4)</p> <ul style="list-style-type: none"> Introduction to Samba - recognise and identify the main features of samba music Pulse and rhythm - understand and play syncopated rhythms Samba rhythms – play syncopated rhythms as part of a group Composing a break - compose a basic rhythmic break Samba performance - perform rhythmic breaks within the samba piece 	<p>Jazz (Kapow Y3)</p> <ul style="list-style-type: none"> Ragtime - sing and clap a syncopated rhythm for a ragtime style song Traditional jazz - improvise a call and response Scat singing - scat sing using the call and response format Jazz motifs - create a jazz motif Swung rhythms - create a jazz motif <p>Instrumental lessons unit Caribbean (Kapow)</p> <ul style="list-style-type: none"> What is Calypso? – understand the main features of Calypso music What’s the story? – improvise a vocal part in the style of a Calypso Instrumental Calypso – how and why percussion instruments can be used in Calypso music Calypso quavers – recognise and perform quavers from staff notation Pentatonic Calypso – improvise in a Calypso style using a pentatonic scale <p>Changes in pitch, tempo and dynamics - Rivers (Kapow Y4)</p> <ul style="list-style-type: none"> The singing river - sing in two parts using expression and dynamics The listening river - recognise key elements of music The repeating river - perform a vocal ostinato The percussive river - create and perform an ostinato The performing river - improve and perform a piece of music based around ostinatos 	<p>Themes & variations Pop art (Kapow Y6)</p> <ul style="list-style-type: none"> Pop Art and music - explore the musical concept of theme and variations The Young Person’s Guide to the Orchestra - compare and contrast different variations Learning the theme - use complex rhythms to be able to perform a theme Exploring rhythms - play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time Picturing Pop Art - use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. <p>Dynamics, pitch & texture Coasts – Fingal’s cave (Kapow Y6)</p> <ul style="list-style-type: none"> Exploring Fingal’s Cave - appraise the work of a classical composer (Felix Mendelssohn) Making waves: - improvise as a group, using dynamics & pitch Making waves: improvise as a group, using texture Group compositions - use knowledge of dynamics, texture and pitch to create a group composition. We are waves - use teamwork to create a group composition featuring changes in texture, dynamics and pitch <p>Composing & performing a leaver’s song (Kapow Y6)</p> <ul style="list-style-type: none"> A single year - listen to and describe music Writing chorus lyrics - write lyrics for a song Writing verse lyrics - organise lyrics into a song structure Backing track – use vocal improvisation and known melodies against a backing track Creating a melody - compose 	<p>Looping & remixing - rainforests (Kapow Y5)</p> <ul style="list-style-type: none"> Body percussions loops - play a simple looped rhythm from notation Mixing loops - create a piece of music using pre-written loops Learning the original - play a melody line accurately and fluently Looping fragments - select a section of a tune and perform it as a loop Remix - combine loops to create a remix <p>Blues (Kapow Y5)</p> <ul style="list-style-type: none"> History of the Blues - know the key features of Blues music Playing a chord - play the first line of the 12-bar Blues The 12-bar Blues - play the 12-bar Blues Blues scale - play the Blues scale Improvisation and the Blues - able to improvise with notes from the Blues scale <p>Composing & performing a leaver’s song (Kapow Y6)</p> <ul style="list-style-type: none"> A single year - listen to and describe music Writing chorus lyrics - write lyrics for a song Writing verse lyrics - organise lyrics into a song structure Backing track – use vocal improvisation and known melodies against a backing track Creating a melody - compose their melody

National Curriculum in England: Music

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for geography aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Music content (statutory) Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Music content (statutory) Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.