



Together we make learning an adventure

## Whole School Curriculum Overview 2022-2023

**Subject: Music** – based on key skills and knowledge (mainly using Kapow Primary Music scheme)


Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
FS	<p><b>Creating music:</b> Percussion - intro to instruments</p> <p><b>Playing instruments:</b> Repeating simple rhythms and playing/clapping/hearing a steady beat</p> <p><b>Singing:</b> - getting used to your own voice, starting to 'pitch match' by listening closely (Cross-curricular early learning)</p>		<p><b>Playing instruments:</b> Percussion - playing as a group</p> <p><b>Creating music:</b> Recognising sound patterns, composing and performing your own piece</p> <p><b>Singing:</b> simple songs</p> <p>(Cross-curricular early learning)</p>		<p><b>Creating music:</b> Designing and making your own musical instrument/evaluating your instrument</p> <p><b>Listening to music:</b> Listening to music and responding through art and movement.</p> <p>(Cross-curricular early learning)</p>	
Year 1	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Choosing dynamics, tempo and timbre for a piece of music <b>Kapow unit: Pulse and rhythm (All about me)</b></p>	<p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments. <b>Kapow unit: Musical Vocabulary</b></p>	<p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Recognising basic tempo, dynamic and pitch changes. <b>Kapow unit: Classical Music</b></p>	<p>Describing the differences between two pieces of music.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <b>Kapow: Timbre and rhythmic patterns</b></p>	<p>Listening and responding to other performers by playing as part of a group.</p> <p>Creating simple melodies using a few notes.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. <b>Kapow: Pitch and tempo</b></p>	<p>Recognising basic tempo, dynamic and pitch changes</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Performing from graphic notation. <b>Kapow: Vocal and body sounds</b></p>



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<p>Year 2</p>	<p>Listening to and recognising instrumentation.</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p><b>Kapow unit: West African call and response songs</b></p>	<p>Beginning to use musical vocabulary to describe music.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p><b>Kapow unit: <i>Orchestral instruments</i></b></p>	<p>Beginning to use musical vocabulary to describe music.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p><b>Kapow unit: <i>Dynamics, timbre, tempo and motifs</i></b></p>	<p><b>Composing and Performing</b></p>	<p><b>Whole class instrumental project: <i>Ocarinas</i></b></p>	
<p>Year 3</p>	<p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Composing a piece of music in a given style with voices and instruments.</p> <p><b>Kapow unit: <i>Ballads</i></b></p>	<p>Understanding that music from different parts of the world, and different times, has different features.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p><b>Kapow unit: <i>Creating a composition in</i></b></p>	<p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p><b>Kapow unit: <i>Pentatonic melodies</i></b></p>	<p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p><b>Kapow unit: <i>Haiku music - Hanami festival (Originally</i></b></p>	<p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record</p>	<p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Composing a piece of music in a given style with voices and instruments.</p> <p>Performing from basic staff notation,</p>



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		<i>response to an animation</i>		<i>a Year 3 unit, moved to Year 4)</i>	<p>their compositions.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p><b>Kapow unit: Jazz</b></p>	<p>incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p> <p><b>Kapow unit: Traditional instruments and improvisation (India)</b></p>
Year 4	<p>Recognising the use and development of motifs in music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p> <p><b>Kapow unit: Adapting and transposing motifs (Romans)</b></p>	_____	<p><b>Whole class instrumental project: Recorders</b></p> 	



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	<i>Kapow unit: Body and tuned percussion</i>	<i>Kapow unit: Rock 'n' Roll</i>				
Year 5	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p><b><i>Kapow unit: Composition notation (Ancient Egypt)</i></b></p>	_____	_____	<p>Improvising coherently within a given style.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p><b><i>Kapow unit: Blues</i></b></p>	<p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	_____



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					<i>Kapow unit: South and West Africa</i>	
Year 6	_____	<p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p><b><i>Kapow unit: Advanced rhythms</i></b></p>	_____	<p>Confidently using detailed musical vocabulary to discuss and evaluate their own and others work.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p><b><i>Kapow unit: Dynamics, pitch and tempo</i></b></p>	_____	<p>Composing an original song within a given structure.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> <p><b><i>Kapow unit: Theme and variations</i></b></p>