



**Chantlers**  
Primary School

A World of Possibilities



# Music Curriculum

## Music Curriculum Overview, Sequence & Knowledge

Curriculum for music is driven by the principles of Kapow where all learners develop musically with curriculum designed for ambition, engagement, relevance and nurture. Wide ranging exposure to range of instruments, music, cultures and experiences to ensure the curriculum offers something for every child to be inspired by through listening, performing or composing.

Kapow's scheme takes a holistic approach to music in which the individual strands below are woven together to create engaging and enriching learning experiences: Performing, listening, composing, the history of music, the inter-related dimensions of music. Each five-lesson unit combines these strands within a cross curricular topic designed to capture pupil's imaginations and encourage them to explore music enthusiastically.

Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies.

It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers.

Resilience

Relationships

Pride

Respect

Integrity

Excellence

**Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects.**

**Please see Early Years planning.**

| Year group                                | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                  | Spring                                                                                                                                                                                                                     | Summer |
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| EYFS                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                  |                                                                                                                                                                                                                            |        |
| Topic title and knowledge outcomes        | <p><b><u>3 - 4-year-olds (pre-school) will be learning to:</u></b><br/>           Listen with increased attention to sounds.<br/>           Respond to what they have heard, expressing their thoughts and feelings.<br/>           Remember and sing entire songs.<br/>           Sing the pitch of a tone sung by another person ('pitch match').<br/>           Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.<br/>           Create their own songs or improvise a song around one they know.<br/>           Play instruments with increasing control to express their feelings and ideas.</p> <p><b><u>Children in reception will be learning to:</u></b><br/>           Listen attentively, move to and talk about music, expressing their feelings and responses.<br/>           Watch and talk about dance and performance art, expressing their feelings and responses.<br/>           Sing in a group or on their own, increasingly matching the pitch and following the melody.<br/>           Explore and engage in music making and dance, performing solo or in groups.</p> <p><b><u>Children at the expected level of development at the end of reception year will:</u></b><br/>           Sing a range of well-known nursery rhymes and songs.<br/>           Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> |                                                                                                                                                                                                  |                                                                                                                                                                                                                            |        |
| Lesson Sequence                           | L1- Can children join in with simple nursery rhymes?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | L1- Can hear the beat in different music?                                                                                                                                                        | L1- Can children explore different musical instruments?                                                                                                                                                                    |        |
| Learning challenges in a sequenced order. | L2-Can children join in with actions when singing songs?<br>L3- Can children think of their own actions to add to songs?<br>L4-Can children perform songs and dances as part of the nativity or carols performance?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | L2- Can children clap in time to the music?<br>L3- Can children explore different movements linked to different music?<br>L4- Can children create their own movement linked to a piece of music? | L2- Can children join in with an African call and response- Che Che Kule?<br>L3- Can children explore African instruments?<br>L4- Can children create their own instrument thinking about what sound they want it to make? |        |

| Knowledge Capture Task                            | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Test type questions related to the unit taught, relevant to age group.                                                         | Test type questions related to the unit taught, relevant to age group.                                                         |
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| EYFS Development Matters                          | <p><b>Exploring and using media and materials:</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p> |                                                                                                                                |                                                                                                                                |
| Possible Endpoints and support for the least able | <p><b>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.</b> As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.</p>                                                                                         |                                                                                                                                |                                                                                                                                |
| Cross curricular Links                            | Communication and Language<br>Expressive Arts and Design<br>Personal, Social and Emotional Development<br>Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                         | Communication and Language<br>Expressive Arts and Design<br>Personal, Social and Emotional Development<br>Physical Development | Communication and Language<br>Expressive Arts and Design<br>Personal, Social and Emotional Development<br>Physical Development |
| Trips and visitors                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                |                                                                                                                                |
| Prior Learning links                              | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                |                                                                                                                                |

| Year group<br>1                                  | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Topic title and knowledge outcomes</b>        | <p><b>Pulse and rhythm (Theme: All about me)</b></p> <p>On completion of the unit, pupils will know...</p> <ul style="list-style-type: none"> <li>• That rhythm means a pattern of long and short notes.</li> <li>• That pulse is the regular beat that goes through music.</li> <li>• That the pulse of music can get faster or slower.</li> <li>• That a piece of music can have more than one section, e.g. a verse and a chorus.</li> </ul> | <p><b>Classical music, dynamics and tempo (Theme Animals)</b></p> <p>On completion of the unit, pupils will know...</p> <ul style="list-style-type: none"> <li>• That sounds can be adapted to change their mood, e.g. through dynamics or tempo.</li> <li>• That sounds can help tell a story.</li> <li>• That tempo is the speed of the music.</li> <li>• That dynamics means how loud or soft a sound is.</li> </ul> | <p><b>Timbre and rhythmic patterns (Theme: Fairytales)</b></p> <p>On completion of the unit, pupils will know...</p> <ul style="list-style-type: none"> <li>• That an instrument or rhythm pattern can represent a character in a story.</li> <li>• That my voice can create different timbres to help tell a story.</li> <li>• That Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</li> </ul> |
| <b>Lesson Sequence</b>                           | <p>L1- Can children use their voice and hands to make music?</p> <p>L2- Can children clap and play in time to the music?</p>                                                                                                                                                                                                                                                                                                                    | <p>L1- Can children use percussion and their body expressively in response to music?</p> <p>L2- Can children sing a song in sections?</p> <p>L3- Can children perform a song?</p>                                                                                                                                                                                                                                       | <p>L1- Can children use their voices expressively to speak and chant?</p> <p>L2- Can children select suitable instrumental sounds to represent a character?</p>                                                                                                                                                                                                                                                   |
| <b>Learning challenges in a sequenced order.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                   | <p>L3- Can children play simple rhythms on an instrument?</p> <p>L4- Can children listen to and repeat short rhythmic patterns?</p> <p>L5- Can children understand the difference between pulse and rhythm?</p>                                                                                                                                                                                                                                                                | <p>L4- Can children use instruments to create different sounds?</p> <p>L5- Can children create and choose sounds?</p>                                                                                                                                                                                               | <p>L3- Can children compose and play a rhythm?</p> <p>L4- Can children recognise how timbre is used to represent characters in a piece of music?</p> <p>L5- Can children keep the pulse using untuned instruments?</p>                                                                                                                                                                                                         |
| Knowledge Capture Task                            | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                                                                         | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                              | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                         |
| National Curriculum<br><br>End Points             | <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically</li> </ul> | <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul> |
| Possible Endpoints and support for the least able | <p><b>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.</b> As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.</p> |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| Cross curricular Links                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Trips and visitors                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Prior Learning links                      | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Year group<br>2                           | <b>Autumn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Spring</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Summer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Topic title and knowledge outcomes</b> | <p>West African call and response song (Theme: Animals)</p> <p><b>On completion of the unit, pupils will know...</b></p> <ul style="list-style-type: none"> <li>• That dynamics can change the effect a sound has on the audience.</li> <li>• That the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>• That structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</li> <li>• That the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>• That an instrument can be matched to an animal noise based on its timbre.</li> <li>•</li> </ul> | <p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p><b>On completion of the unit, pupils will know...</b></p> <ul style="list-style-type: none"> <li>• That a 'soundscape' is a landscape created using only sounds.</li> <li>• That a composer is someone who creates music and writes it down.</li> <li>• That a motif is a 'sound idea' that can be repeated throughout a piece of music.</li> </ul> | <p>On this island: British songs and sounds</p> <p><b>On completion of the unit, pupils will know...</b></p> <ul style="list-style-type: none"> <li>• That folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</li> <li>• That 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>• That a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</li> </ul> |

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| <p>Lesson Sequence</p> <p>Learning challenges in a sequenced order.</p> | <p>L1- Can children create short sequences of sound?</p> <p>L2 – Can children copy a short rhythm and recognise simple notation?</p> <p>L3- Can children learn a traditional song from Ghana?</p> <p>L4- Can children create rhythms based on ‘call and response’?</p> <p>L5- Can children add dynamics (volume) to a structure of rhythms?</p> | <p>L1- To create a simple soundscape for effect?</p> <p>L2- Can children listen for and recognise some basic elements of music?</p> <p>L3- Can children compare two pieces of music?</p> <p>L4- Are children able to create short sequences of sound?</p> <p>L5- Are children able to create short sequences of sound and perform with accuracy?</p>                                               | <p>L1- Can children share what they know about the music of the British Isles?</p> <p>L2- Can children share what they know about the music of the British Isles and create music of our own?</p> <p>L3- Can children compose a piece of music as part of a group?</p> <p>L4 and 5- Can children evaluate and improve a group composition.</p> |
| Knowledge Capture Task                                                  | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                          | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                             | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                         |
| National Curriculum End Points                                          | <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>                                  | <ul style="list-style-type: none"> <li>Create short sequences of sound after a given starting point or stimulus.</li> <li>Begin to use musical vocabulary to describe music.</li> <li>Listen for and recognise some of the inter-related dimensions of music (dynamics, pitch and timbre)</li> <li>Play tuned and untuned instruments creating and using simple representations to play</li> </ul> | <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs</li> <li>Play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>                                                                   |

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|                                                   | <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         | short pieces in groups or individually using basic combinations of instruments | <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality recorded music</li> </ul> |
| Possible Endpoints and support for the least able | <b>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.</b> As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. |                                                                                |                                                                                                                                         |
| Cross curricular Links                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                |                                                                                                                                         |
| Trips and visitors                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                |                                                                                                                                         |
| Prior Learning links                              | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.                                                                                                                                                                                                                                                                           |                                                                                |                                                                                                                                         |

| Year group<br>3                    | Autumn                                                                                                                                                                                                                                                                                             | Spring                                                                                                                                                                                                                                     | Summer                                                                                                                                                                                 |
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| Topic title and knowledge outcomes | <b>Creating compositions in response to an animation (Theme: Mountains)</b><br>On completion of the unit, pupils will know... <ul style="list-style-type: none"> <li>That the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> </ul> | <b>Pentatonic melodies and composition (Theme: Chinese New Year)</b><br>On completion of the unit, pupils will know... <ul style="list-style-type: none"> <li>That the word 'crescendo' means a sound getting gradually louder.</li> </ul> | <b>Jazz</b><br>On completion of the unit, pupils will know... <ul style="list-style-type: none"> <li>That 'syncopation' means a rhythm that is played off the natural beat.</li> </ul> |

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|                                                                         | <ul style="list-style-type: none"> <li>• That different notes have different durations, and that crotchets are worth one whole beat.</li> <li>• That 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>• That written music tells you how long to play a note for.</li> </ul> | <ul style="list-style-type: none"> <li>• That some traditional music around the world is based on five notes called a 'pentatonic' scale.</li> <li>• That a pentatonic melody uses only the five notes C D E G A.</li> </ul>                                                                                                   | <ul style="list-style-type: none"> <li>• That Ragtime is piano music that uses syncopation and a fast tempo.</li> <li>• That jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</li> <li>• That 'scat singing' is using made-up words to create the sound of an instrument playing</li> </ul> |
| <p>Lesson Sequence</p> <p>Learning challenges in a sequenced order.</p> | <p>L1- Can children tell a story from a piece of music through movement?</p> <p>L2- Can children create a soundscape using percussion instruments?</p> <p>L3- Can children create a range of sounds to accompany a story?</p> <p>L4 and 5- Can children compose and notate a short melody to accompany a story?</p>                               | <p>L1- Can children talk about the music used to celebrate the Chinese New Year festival?</p> <p>L2- Can children play a pentatonic melody?</p> <p>L3- Can children write and perform a pentatonic melody?</p> <p>L4-Can children perform a group composition?</p> <p>L5-Can children perform a piece of music as a group?</p> | <p>L1- Can children sing and clap a syncopated rhythm for a ragtime style song?</p> <p>L2 – Can children improvise a call and response?</p> <p>L3- Can children scat sing using the call and response format?</p> <p>L4 and L5 – Can children create a jazz motif?</p>                                                                                 |
| Knowledge Capture Task                                                  | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                            | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                         | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                 |
| National Curriculum                                                     | <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul>                                                                                                                                                                                                                    |

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| End Points                                        | <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Use and understand staff and other musical notations</li> </ul> | <p>different traditions and from great composers and musician.</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Use and understand staff and other musical notations</li> </ul> | <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>• Use and understand staff and other musical notations.</li> <li>• Develop an understanding of the history of music.</li> </ul> |
| Possible Endpoints and support for the least able | <p><b>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.</b> As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.</p>                                                                               |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Cross curricular Links                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Trips and visitors                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Prior Learning links                              | <p>Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.</p>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Year group<br>4                           | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Topic title and knowledge outcomes</b> | <b>Changes in pitch, tempo and dynamics (Theme: Rivers)</b><br><br><b>On completion of the unit, pupils will know...</b> <ul style="list-style-type: none"> <li>• That when you sing without accompaniment it is called 'A Cappella'.</li> <li>• That harmony means playing two notes at the same time that usually sound good together.</li> <li>• That an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>• That 'performance directions' are words added to musical notation to tell the performers how to play.</li> </ul> | <b>Samba and carnival sounds and instruments (Theme: South America)</b><br><br><b>On completion of the unit, pupils will know...</b> <ul style="list-style-type: none"> <li>• That samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> <li>• That the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>• That a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> </ul> | <b>Rock and Roll</b><br><br><b>On completion of the unit, pupils will know...</b> <ul style="list-style-type: none"> <li>• That rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</li> <li>• That 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.</li> <li>• That playing in time means all performers playing together at the same speed.</li> <li>• That playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> </ul> |
| <b>Lesson Sequence</b>                    | L1- Can children sing in two parts using expression and dynamics?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | L1- Can children recognise and identify the main features of samba music?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | L1- Do children understand the history of rock and roll music?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Learning challenges in a</b>           | L2- Can children recognise key elements of music?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | L2 – Can children understand and play syncopated rhythms?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | L2- Are children able to stay in time to a piece of rock and roll music?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| sequenced order.               | <p>L3- Can children perform a vocal ostinato?</p> <p>L4 and 5- Can children improve and perform a piece of music based around ostinatos?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>L3- Can children compose a basic rhythmic break?</p> <p>L4 and 5- Can children perform rhythmic breaks within the samba piece?</p>                                                                                                                                                                                                                                                                          | <p>L3- Are children able to perform with a sense of style?</p> <p>L4- Are children able to play a walking bass line on tuned percussion?</p> <p>L5- Are children able to play a rock and roll bass line?</p>                                                                                                                                                                                                                                                                       |
| Knowledge Capture Task         | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                         | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                                                                             |
| National Curriculum End Points | <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>Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>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.</p> <p>Use and understand staff and other musical notations.</p> | <p>Listen with attention to and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician</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>Develop an understanding of the history of music.</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>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> |

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| Possible Endpoints and support for the least able | <b>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.</b> As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary. |  |  |
| Cross curricular Links                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| Trips and visitors                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
| Prior Learning links                              | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.                                                                                                                                                                                                                                                                           |  |  |

| Year group<br>5                    | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Topic title and knowledge outcomes | <b>Composition notation (Theme: Ancient Egypt)</b><br><b>On completion of the unit, pupils will know...</b> <ul style="list-style-type: none"> <li>That simple pictures can be used to represent the structure (organisation) of music.</li> <li>That a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>That in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul> | <b>Blues</b><br><b>On completion of the unit, pupils will know...</b> <ul style="list-style-type: none"> <li>That a chord is the layering of several pitches played at the same time.</li> <li>That 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>That 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>That a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> </ul> | <b>Composition to represent the festival of colour (Theme: Holi festival)</b><br><b>On completion of the unit, pupils will know...</b> <ul style="list-style-type: none"> <li>That a vocal composition is a piece of music created only using voices.</li> <li>That varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</li> </ul> |

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|                                                                         |                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>That a chord is the layering of several pitches played at the same time.</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>That human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>That 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.</li> </ul>                                                             |
| <p>Lesson Sequence</p> <p>Learning challenges in a sequenced order.</p> | <p>L1- Can children sing with accuracy, fluency, control, and expression?</p> <p>L2- Can children explore and use different forms of notation?</p> <p>L3- Can children understand note length?</p> <p>L4- Can children read simple pitch notation?</p> <p>L5- Can children use hieroglyphs and stave notation to write a piece of music?</p> | <p>L1- Do children know the key features of Blues music?</p> <p>L2- Can children play the first line of the 12-bar Blues.</p> <p>L3- Are children able to play the Blues scale?</p> <p>L4 and 5- Are children able to improvise with notes from the Blues scale?</p> | <p>L1- Do children understand that music can be represented with colours?</p> <p>L2- Can children represent a piece of music as a graphic score?</p> <p>L3- Can children create a vocal composition based on a picture?</p> <p>L4- Can children create a piece of music inspired by a single colour?</p> <p>L5- Can children work as a group to perform a piece of music?</p> |
| Knowledge Capture Task                                                  | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                       | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                               | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                        |
| <p>National Curriculum</p> <p>End Points</p>                            | <p>To sing with accuracy, fluency, control, and expression.</p> <p>Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression.</p>                                                                                                               | Develop an understanding of the history of music.                                                                                                                                                                                                                    | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.                                                                                                                                                                                                                        |

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|                                                   | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p>                                                                                                                                                                                                                     | <p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others.</p> <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> | <p>Use and understand staff and other musical notations.</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>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> |
| Possible Endpoints and support for the least able | <p><b>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.</b> As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.</p> |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |
| Cross curricular Links                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |
| Trips and visitors                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |
| Prior Learning links                              | <p>Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.</p>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |

| Year group<br>6                           | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Topic title and knowledge outcomes        | <p><b>Songs Of World War 2</b></p> <p><b>On completion of the unit, pupils will know...</b></p> <ul style="list-style-type: none"> <li>• That 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</li> <li>• That the Solfa syllables represent the pitches in an octave.</li> <li>• A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>• That a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul> | <p><b>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</b></p> <p><b>On completion of the unit, pupils will know...</b></p> <ul style="list-style-type: none"> <li>• That the conductor beats time to help the performers work well together.</li> <li>• That improvisation means making up music 'on the spot'.</li> <li>• That texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>• That timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul> | <p><b>Theme and variations (Theme: Pop Art)</b></p> <p><b>On completion of the unit, pupils will know...</b></p> <ul style="list-style-type: none"> <li>• That a 'theme' is a main melody in a piece of music.</li> <li>• That 'variations' in music are when a main melody is changed in some way throughout the piece.</li> <li>• That 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</li> <li>• That representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> </ul> |
| Lesson Sequence                           | L1- Can children use musical vocabulary to identify features of different eras of music?                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | L1- Can children appraise the work of a classical composer (Felix Mendelssohn)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | L1- Can children appraise different musical features in a variety of film contexts?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Learning challenges in a sequenced order. | <p>L2- Can children improve accuracy in pitch and control, singing with expression and dynamics?</p> <p>L3- Can children identify pitches within an octave when singing?</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>L2- Can children improvise as a group, using dynamics and pitch?</p> <p>L3- Can children improvise as a group, using texture?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>L2- Can children identify and understand some composing techniques in film music?</p> <p>L3- Can children use graphic scores to interpret different emotions in film music?</p>                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                | <p>L4- Can children use knowledge of pitch to develop confidence when singing in parts?</p> <p>L5 - Can children be able to notate a melody using pitches up to an octave?</p>                                                                                                                                                                                                                                                                                                                                                                  | <p>L4- Can children use knowledge of dynamics, texture and pitch to create a group composition?</p> <p>L5- Can children use teamwork to create a group composition featuring changes in texture, dynamics and pitch?</p>                                                                                                                                                                                                                   | <p>L4- Can children create and notate musical ideas and relate them to film music?</p> <p>L5- Can children play a sequence of musical ideas to convey emotion?</p>                                                                                                                                                                                                                                                       |
| Knowledge Capture Task         | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                                     | Test type questions related to the unit taught, relevant to age group.                                                                                                                                                                                                                                                                                                                                                   |
| National Curriculum End Points | <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>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</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>Use and understand staff and other musical notations.</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>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</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>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> |
| Possible Endpoints and         | <p><b>The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum.</b> As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing</p>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| support for the least able | tailored or specialised resources to enable pupils with SEND to access the curriculum. Subject-specific interventions are also planned and delivered if necessary.                            |  |  |
| Cross curricular Links     |                                                                                                                                                                                               |  |  |
| Trips and visitors         |                                                                                                                                                                                               |  |  |
| Prior Learning links       | Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task. |  |  |