



“There is music in every child. The teacher's job is to find it and nurture it.” **Frances Clark**

VISION: At the Moorsway Federation being a musician means our children are active listeners, creative composers and confident performers. We want to inspire a life-long love of music as a means of self-expression and connecting with others through exposure to diverse musical experiences.

DRAWING AND SKETCHBOOKS **PRINT, COLOUR AND COLLAGE** **WORKING IN 3D** **PAINT, SURFACE AND TEXTURE**

EYFS	EYF	Listen carefully to rhymes and songs, paying attention to how they sound. CL Learn rhymes, poems and songs. CL Combine different movements with ease and fluency. PD
	S	Explore, use and refine a variety of artistic effects to express their ideas and feelings. EA&D
	R	Return to and build on their previous learning, refining ideas and developing their ability to represent them. EA&D Create collaboratively, sharing ideas, resources and skills. EA&D Listen attentively, move to and talk about music, expressing their feelings and responses. EA&D Sing in a group or on their own, increasingly matching the pitch and following the melody. EA&D Explore and engage in music making and dance, performing solo or in groups. EA&D
	EYF	Sing a range of well-known nursery rhymes and songs. EA&D
	S	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. EA&D
	ELG	

R/Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	My Favourite Things: Keeping the pulse https://www.kapowprimary.com/subjects/music/key-stage1/year-1/keeping-the-pulsetheme-my-favourite-things/	Snail and Mouse: Tempo https://www.kapowprimary.com/subjects/music/key-stage1/year-1/snail-and-mouse/	Seaside: Dynamics https://www.kapowprimary.com/subjects/music/key-stage1/year-1/dynamics-theme-seaside/	Fairytales: Sound Patterns https://www.kapowprimary.com/subjects/music/key-stage1/year-1/sound-patterns-theme-fairytales/	Superheroes: Pitch https://www.kapowprimary.com/subjects/music/key-stage1/year-1/pitch-theme-superheroes/	Under the Sea: Musical Symbols https://www.kapowprimary.com/subjects/music/key-stage1/year-1/musical-symbols-theme-under-the-sea/
Key Vocab	pulse, singing voice, speaking voice, thinking voice	beat, fast, singing voice, slow, speaking voice, warm up	dynamics, Instrument, seaside, soundscape, symbol, volume	character, voice, sound pattern	high, low, pattern, performance, pitch, tempo	dynamics, pitch, rest, sound pattern, tempo
Learning Focus	Finding the pulse To demonstrate an understanding of pulse using parts of the body Singing a sound pattern To keep a pulse and show a sound pattern using bodies and voices Using a thinking voice To explore using a thinking voice to show the pulse Reading sound patterns To play short rhythms in time with the pulse. Practice makes perfect To demonstrate an understanding of pulse through performance.	Snail and mouse To use voices and bodies expressively, while exploring tempo Exploring rhyme with snail and mouse To practice a rhyme using fast and slow beats on instruments Singing snail and mouse To use voices to perform a song with a fast and slow beat Performing snail and mouse To use singing voices and an instrument to perform a song with a fast and slow beat The story of snail and mouse To demonstrate fast and slow beats within the context of a story	Vocal and body sounds To understand how music can be used to represent environment. Embodying the seaside To understand how music can represent changes in an environment. Music treasure hunt To explore using instruments, body and voice to create a seaside soundscape. Seaside story To identify how dynamics can reflect environment. Seaside soundscape To create and represent sounds using symbols.	Character voices To explore and change dynamics using the voice. Starting with instruments To experiment with creating different sounds using a single instrument. Sounds patterns To read simple rhythmic patterns comprising of one beat sounds and one beat rests. Responding to music To play sound patterns in time with the pulse using a visual stimulus. Fairytale performance To show awareness of different roles when performing in a group performance.	Recognising sounds To identify high- and low-pitched sounds Pitch patterns To explore pitch by creating two-pitch patterns. Changing tempo To demonstrate tempo changes Superhero theme tune To create a superhero theme tune with a variety in tempo and pitch. Final performance To perform a piece of superhero music showing a change of pitch and tempo.	Showing tempo To explore tempi changes through movement. Exploring dynamics To explore how dynamics can be represented by different symbols. Rhythm To clap simple rhythmic patterns while keeping the pulse. Using pitch To interpret symbols to demonstrate a pitch pattern. Under the sea To perform as part of a group to demonstrate dynamics, pitch and rhythm.
Unit outcomes	Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance	Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse.	Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols.	Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice.	Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedback to groups on their performance. Follow instructions during a performance.	Move to reflect a character. Create sounds to reflect a character Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Demonstrate a sound pattern correctly to a pulse. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.

2/3/4 Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Animals: Call and Response https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/call-and-response-theme-animals/	Ballads https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/ballads/	Mountain Melodies: Steps and Leaps https://www.kapowprimary.com/subjects/preview-units/music/lower-key-stage-2/year-3/mountains/	Inspired by India: Musical Improvisations https://www.kapowprimary.com/subjects/preview-units/music/lower-key-stage-2/year-3/musical-improvisations-inspired-by-india/	Singing in parts: Loops and Layers https://www.kapowprimary.com/subjects/preview-units/music/lower-key-stage-2/year-4/singing-in-parts/	Musical Motifs: Reading the Stave https://www.kapowprimary.com/subjects/preview-units/music/lower-key-stage-2/year-4/musical-motifs/
Key Vocab	call and response, dynamics, sound pattern	ballad, chorus, compose, dynamics, emotions, ensemble, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, summarise, tune, verse, volume	beat, dynamics, in time, leap, melody, pitch, step, slide	drone, dynamics, improvise, melody, musical contrast, note, pattern, pentatonic scale, pitch, rhythmic pattern, structure	beat, harmony, melodic loop, melody, rhythmic loop, round, singing technique	motif, notation, notes, performance, practise, stave
Learning Focus	Animal sounds To create short sounds with varied dynamics that represent an animal Sound pattern safari To copy a short sound pattern. Call and response To explore call and response using instruments. Instrumental response To create sound patterns based on call and response. Dynamics performance To perform different sound patterns with contrasting dynamics.	What is a ballad? To use musical vocabulary to explain the stylistic features of a ballad. Performing a ballad To explore how actions can impact performance. The story behind the song To plan a musical structure inspired by a story. Writing lyrics To create lyrics that match a melody. Singing my ballad To show awareness of style, structure and features to perform a ballad.	Singing in three parts To keep a steady beat when singing with others. Melodic mountains To explore pitch by drawing melodic lines Dynamic landscapes To explore dynamics through singing and movement. Steps and leaps To plan a melody using small steps and large leaps in pitch Compose and perform To create and perform a vocal composition inspired by mountains.	Introduction to traditional Indian music To improvise using musical features common in Northern Indian music Improvising a melody To improvise a simple melody using a pentatonic scale. Explore drone and tala sounds To create and perform a drone alongside a rhythmic pattern Musical stories To create an improvised piece of music showing contrast Practise and perform To perform a group improvisation by combining the melody, drone and rhythm	Singing in two parts To perform a simple song in two parts with accuracy Singing loops To identify and sing musical loops Composing loops To compose loops using rhythmic and melodic patterns From loops to songs To compose and perform vocal loops confidently in a group Singing in rounds To sing a melody in a round while staying focused on my group's part	Notes on the stave To recognise C to G on the stave Reading the stave To ply short phrases by reading notes on the stave What is a motif? To recognise how pitch is used for effect in motifs Composing a motif To notate pitch accurately on the stave Performing a motif To read notation accurately to play a motif
Unit outcomes	Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response.	Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.	Sing their part in time during a group performance. Combine movement and singing. Use their body to represent changes in pitch and dynamics. Explain how dynamics can change the mood of music. Draw a picture to represent a melody. Define and compose using steps and leaps. Compose a melody which matches the shape of their drawing.	Recognise and describe the sound of some common Indian instruments. Explain what is meant by improvisation. Improvise by changing the order of notes or adding silence. Improvise using five notes and change the order. Create a 4-beat rhythmic pattern, using three different sounds. Create a drone sound using a variety of instruments or objects. Explain what musical contrast is.	Sing their part clearly and confidently, without getting distracted by others. Stay in time with others by listening carefully. Sing their part at the right time with a strong voice. Compose a four-beat rhythmic loop that includes a simple melody. Explain what a melodic loop is.	Describe what a stave is and how to use it. Name and play the notes C to G using the stave. Recognise and read notes on the stave while playing. Follow the notes in the correct order shown on the stave. Describe what a motif is. Explain the effect different pitches can have on a listener in a motif. Match motifs to characters based on the pitches heard.

	Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition.			Change the dynamics, tempo or rhythm in a piece of music to show a clear beginning, middle and end, and share ideas in a group. Contribute their musical ideas to the group to enhance the performance. Improvise to just one section (beginning, middle or end).		Draw notes accurately on the stave. Follow the notes on a stave whilst playing a short motif. Follow notation on a stave when performing. Perform a motif in a small group.
2/3/4 Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Musical Storytelling: Instruments https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/instruments-theme-musical-storytelling/	Myths and Legends: Structure https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/structure-theme-myths-and-legends/	Creating Compositions in Response to an Animation (Theme: Mountains) https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/mountains/	Jazz https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/jazz/	Reggae Rhythms: Playing in a Band https://www.kapowprimary.com/subjects/preview-units/music/lower-key-stage-2/year-3/reggae/	Body and tuned percussion (Theme: Rainforests) https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/
Key Vocab	dynamics, encore, instrumental sound, sound effect, tempo	one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice	Atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, listen, timbre, melody, melodic pattern, notation, opinion	call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime, rhythm, scat singing, straight quaver, strung quaver, swing music, swung rhythm, syncopated rhythm, traditional, tune	bass line, beat, chord, melody, note, pattern	body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration, layers, loop, melody line, organisation, pitch, record, repeated melodies, rhythm, sections, structure, tempo, texture, tune, tuned percussion
Learning Focus	Listening for dynamics and tempo To explore listening and analysing a piece of music in relation to a story. Sound effects and dynamics To explore how music and sound effects can tell a story Creating a soundscape To select appropriate sounds to match events, characters and feelings in a story. Using sound to represent events. To suggest appropriate sounds to represent parts of a story. Musical story performance To perform a composition showing changes in tempo and dynamics.	Reading and clapping rhythms To read and clap a rhythm based on a phrase from a story Clapping and writing rhythms To hear, write and clap rhythms based on a phrase from a story Structure To use a rhythm in different ways to demonstrate structure Compose with structure To create a structure using rhythmic patterns. Rehearse and perform To perform a group composition	Telling stories through music To tell a story from a piece of music through movement. Creating a soundscape To create a soundscape using percussion instruments. Story sound effects To create a range of sounds to accompany a story Adding rhythm To compose and perform a rhythm to accompany a story. Musical mountain To compose and notate a short melody to accompany a story	Ragtime To sing and clap a syncopated rhythm for a ragtime-style song. Traditional Jazz To improvise call and response Scat singing To be able to scat sing using the call and response format Jazz motifs To create a jazz motif Swung rhythms To adapt a familiar tune using jazz rhythms	Playing a bass line To keep the beat while performing a reggae bass line. Playing chords To play a pattern of two-note chords in time with a reggae song Playing offbeat rhythms To play offbeat chords following a given pattern Writing lyrics To write song lyrics inspired by reggae music Practise and perform To perform a piece of music as a band	Pitter patter raindrops To identify structure and texture in music Rainforest body percussion To use body percussion The rhythm of the forest floor To create musical rhythms using body percussion The loop rainforest To create simple tunes Sounds of the rainforest To build and improve a composition
Unit outcomes	Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow.	Recognise, play and write rhythms with one beats and paired half beats. Show a rest beat using a silent movement.	Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music.	Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response.	Play most of the bass line in time. Follow a musical pattern and re-join if they make a mistake or get lost. Explain that a chord is two notes being played together.	Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two.

	Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.	Read and follow a structure from left to right. Add rhythms to a structure to create a beginning, middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.	Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.	Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.	Play the chords C and F on an instrument. Explain what the offbeat is. Demonstrate knowledge by playing the chords in time. Write lyrics that match a given melody. Understand their role within the band.	Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.
2/3/4 Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	On this island: Singing https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/singing-theme-on-this-island/	Musical Me: Pitch https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/pitch-theme-musical-me/	Space: Contrasting Dynamics https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/contrasting-dynamics-theme-space/	Developing Singing Techniques (Theme: The Vikings) https://www.kapowprimary.com/subjects/music/key-stage-2/year-3/the-vikings/	Rock and roll https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rock-and-roll/	Haiku, music and performance (Theme: Hanami) https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/
Key Vocab	composer, composition, dynamics, inspiration, pitch, tempo, phrase	dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave	composer, dynamics, pitch, pattern, planet, representation, soundscape, tempo	beat, coordination, crotchet, discipline, duration, dynamics, improve, layer, lyrics, minim, notation, notes, quaver, rehearse, rhythm	bass line, beat ,chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections ,sequence, style, sharp notes, tempo, untuned percussion, verse, vocals, walking bass line	col legno, composing, descriptive, duration, dynamics, effect, forte, glissando, haiku, inspiration, inter-related, dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary
Learning Focus	Seaside sounds To learn to sing a British folk song Countryside sounds To practise and perform a song relating to the countryside City sounds To practise and perform a song relating to the city.	Exploring pitch patterns To understand and practice reading different symbols to show pitch. Singing pitch patterns To sing and draw pitch patterns. Introducing notation	Vocal soundscape To create a simple soundscape using dynamic changes. Creatively responding to music To listen to music and respond creatively, considering how dynamics can be represented. Comparing music To compare two pieces of music.	Here come the Vikings! To sing in time with others Sing like a Viking To sing in time with others Viking notation To recognise simple rhythmic notation by ear and sight Viking battle song	Hand jive To understand the history of rock and roll music Rock around the clock To be able to perform with a sense of style Walking bass line To play a walking bass line on tuned percussion	Describing blossom To describe the Hanami festival using suitable words and sounds Sounds of blossom To represent a blossom tree using sounds Blossom Haiku

	Structured soundscape To create symbols to represent sounds Performing a composition To develop and perform a musical composition	To read and understand the notation for the song 'One a Man Fell in a Well' Instrumental pitch practice To use a tuned percussion instrument to play a song Writing musical notation To complete the notation for a shoer song using a three-line stave.	Pitch patterns To create a short pitch pattern to represent a planet. Creating and performing a musical structure To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	To use simple rhythmic notation to compose a Viking battle song. Perform like a Viking To perform music with confidence and discipline	Performing the bass To be able to play a rock and roll bass line Rock and roll performance To be able to play a rock and roll piece of music	To identify different musical features using descriptive vocabulary Haiku melodies To work as a group to create a piece of music celebrating the Hanami festival Haiku performance To perform a piece of music to celebrate Hanami
Unit outcomes	Breathe after each phrase in a song when singing. Sing a song from memory. Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition. Read notation from left to right.	Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.	Use their voice to create a variety of sounds. Use dynamics to create an atmosphere. Collaborate with peers to contribute to a group soundscape. Correctly identify changes in dynamics. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately.	Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.	Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.	Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.

Y4/5/6 Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Changes in pitch, tempo and dynamics (Theme: Rivers) https://www.kapowprimary.com/subjects/music/key-stage-2/year-4/pitch-dynamics-tempo/	Composition notation (Theme: Ancient Egypt) https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/ks2-yr5-music-composition-and-staff-notation/	Music in Nature: Chords and Melodies https://www.kapowprimary.com/subjects/preview-units/music/upper-key-stage-2/year-5/music-in-nature/	Three Chord Pop: Playing in a Band https://www.kapowprimary.com/subjects/preview-units/music/upper-key-stage-2/year-5/three-chord-pop-playing-in-a-band/	Songs that Speak: Lyrics and Messages https://www.kapowprimary.com/subjects/preview-units/music/upper-key-stage-2/year-6/songs-that-speak/	Film Music https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/film-music/
Key Vocab	a cappella, dynamics, mood, ostinato, parts, percussion, rhythm, round, texture, tempo	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	chords, crescendo, diminuendo, drone, dynamics, melody, musical contrast	bass line, chord, chord sequence, melody, rehearse, singing technique	4/4 time, accented beats, accompaniment, chorus, expression, lyrics, structure, verse	accelerando, body percussion, brass, chords, clashing, composition, convey, crescendo, dynamics, emotion, evoke, improvise, interval, major, melodic, minor, orchestral, polished, sequence, soundtrack, symbol, tension, texture, tremolo, unison
Learning Focus	The singing river To sing in two parts using expression and dynamics. The listening river To recognise key elements of music. The repeating river To perform a vocal ostinato. The percussive river To create and perform an ostinato. The performing river To improve and perform a piece of music based around ostinatos.	Here come the Egyptians To sing with accuracy, fluency, control and expression Hieroglyphic score To explore and use different forms of notation Play like an Egyptian To understand note length Pitch pyramids To read simple pitch notation Egyptian farewell To use hieroglyphs and stave notation to write a piece of music	Exploring nature's dynamics To explore how dynamics can be used to reflect changes in nature Cloud songs To create and perform short melodies that reflect the mood of different clouds Creating contrast with chords To compose a nature-inspired chord pattern using two contrasting clouds Composing the forest To perform a melody that represents the forest Northern lights To create and perform music inspired by the Northern Lights using melody, chords and a drone	Singing pop To apply simple singing techniques when singing a pop song. Playing a pop bass line To play a pop bass line by following a given pattern. Playing pop chords To play a chord sequence by following a given pattern in a pop song. Rehearsal and performance techniques To develop techniques for rehearsing and performing in a group. Pop star performance To create energy in a performance by using contrast.	How do lyrics communicate a message? To explain how lyrics communicate a message. Writing lyrics To create rhyming lyrics that communicate a clear message. Playing chords To play a four-chord sequence in time to lyrics Improving a performance To improve a performance based on feedback. Performing a message To perform a song that communicates a message	Soundtracks To appraise different musical features in a variety of film contexts Scenes and sounds To identify and understand some composing techniques in film music. Following the score To use graphic score to interpret different emotions in film music. Composing for film To create and notate musical ideas and relate them to film music. The soundtrack To play a sequence of music ideas to convey emotion.
Unit outcomes	Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it.	Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy.	Recognise changes in dynamics, such as crescendo and diminuendo. Describe dynamics using simple musical vocabulary or everyday language. Use changes in dynamics to create a soundscape that represents a natural scene. Turn their own descriptive phrases into a rhythm.	Play a bass line following a given pattern. Play a simple chord sequence in time to a backing track. Sing while demonstrating good singing technique. Demonstrate rehearsal and performance techniques. Perform in time to a backing track. Create or reduce energy within a performance.	Analyse lyrics to help them identify the message of a song. Identify techniques songwriters use to communicate messages. Write rhyming lyrics that communicate a clear message. Use accented beats to emphasise important words within their lyrics. Begin to play a four-chord sequence as an accompaniment to lyrics.	Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions.

	Create and perform a piece with a variety of ostinatos.	Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.	Use contrast in dynamics to show the difference between two cloud types. Compose music that includes a clear contrast in chords. Create and develop a simple melody. Create a melody inspired by the Northern Lights. Combine a melody and drone with appropriate chord choices.		Keep a steady beat whilst playing a four-chord sequence. Rehearse their part in a performance and make changes based on feedback. Give feedback to other groups using given criteria. Maintain an individual part within a group. Offer constructive feedback on peer performances.	Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film.
Y4/5/6 Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Samba and Carnival Sounds and Instruments (Theme: South Africa) https://www.kapowprimary.com/subjects/music/key-stage-2/year-4/south-america/	Adapting and Transposing Motifs (Theme: Romans) https://www.kapowprimary.com/subjects/music/key-stage-2/year-4/romans/	Blues https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/blues/	Theme and Variations (Theme: Pop Art) https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/pop-art/	Dynamics, Pitch and Texture (Theme: Coast) https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/coast-fingals-cave-by-mendelssohn/	Four Chord Pop: Playing in a Band https://www.kapowprimary.com/subjects/preview-units/music/upper-key-stage-2/year-6/four-chord-pop-playing-in-a-band/
Key Vocab	agogo, bateria, Caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups	12-bar blues, ascending scale, backing track, bar, bent notes, blues, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation	3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture	bass line, chord, harmony, lyrics, melody, structure, tempo, unison
Learning Focus	Introduction to samba To recognise and identify the main features of samba music Pulse and rhythm To understand and play syncopated rhythms. Samba rhythms To play syncopated rhythms as part of a group. Composing a break To compose a basic rhythmic break. Samba performance To perform rhythmic breaks within a samba piece.	Here come the Romans To sing in tune and in time. Musical motifs To understand what a musical motif is. Motifs and mosaics To compose and notate a motif. Motif development To develop and transpose a music motif. Combine and perform To combine and perform different versions of a musical motif	History of the blues To know some features of blues music Playing a chord To play the first line of the 12-bar blues The 12-bar blues To be able to play the 12-bar blues Blues scale To be able to play the blues scale on a tuned instrument Improvisation and the blues To be able to improvise with notes from the blues scale	Pop Art and music To explore the musical concept of theme and variations The Young Person's Guide to the Orchestra To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra Learning the theme To use complex rhythms to be able to perform a theme Exploring rhythms To play TIKI-TIKI, TI-TIKI and TIKIT-TI rhythms in ¾ time. Picturing Pop Art	Exploring Fingal's Cave To appraise the work of a classical composer (Felix Mendelssohn) Making waves: Pitch and dynamics To improvise as a group using dynamics and pitch Making waves: Texture To improvise as a group using texture. Group compositions To use knowledge of dynamics, texture and pitch to create a group composition. We are waves To use teamwork to create a group composition featuring	Celebration songs To explore how music can reflect shared feelings and bring people together. Singing in harmony To perform a harmony part alongside a melody with breath control and projection. Pop bass line To perform a rhythmic bass line by following a given structure. Rhythmic chords To play a rhythmic chord sequence in time with others. Pop performance To maintain focus and stage awareness during a performance.

				To use music notation to create visual representations of TIKI-TIKI, TI-TIKI, and TIKI-TI rhythms.	changes in texture, dynamics and pitch.	
Unit outcomes	Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.	Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.	Name three key features of blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the 12-bar blues correctly. Play the notes of the blues scale in the correct order, ascending and descending. Play a selection of blues scale notes out of order in their own improvisation.	Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.	Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.	Make connections between musical choices and shared feelings. Project their voices when they sing. Identify and explain harmony. Add rhythms to a bass line that build in energy. Add rhythms to the chord sequence and coordinate them with their group. Begin to use and respond to non-verbal cues. Maintain focus and demonstrate good stage awareness.
Y4/5/6 Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	South and West Africa https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/south-and-west-africa/	Composition to represent the festival of colour (Theme: Holi Festival) https://www.kapowprimary.com/subjects/music/key-stage-2/year-5/holi-festival/	Musical Theatre https://www.kapowprimary.com/subjects/music/key-stage-2/year-5/musical-theatre/	Songs of World War 2 https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/ww2/	Baroque https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/baroque/	Composing and performing a Leavers' Song https://www.kapowprimary.com/subjects/music/key-stage-2/year-6/leavers-song/
Key Vocab	a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals	dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds	action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions	accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo	Baroque, bass clef, bass instrument, canon, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, opera, ostinato, pitch, polyphonic, oratorio, recitative, a round, sharp note, staff notation, subject, texture	arrangement, backing track, chorus, chord progression, compose, crescendo, dynamics, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, tempo, sequence, stave notation, structure, upbeat, verse

Learning Focus	Shosholoz a capella To sing a traditional African song unaccompanied Playing Shosholoz a To use tuned percussion to play a chord progression The Shosholoz a show To use vocals or tuned percussion to perform a piece of music as an ensemble Drumming away to Africa To play call and response rhythms using percussion instruments Eight-beat breaks To create an eight-beat break to play within a performance	Hearing colours To understand that music can be presented in colours Picturing music To represent a piece of music as a graphic score Vocal composition To create a vocal composition based on a picture Colour composition To create a piece of music inspired by a single colour Performing in colour To work as a group to perform a piece of music	What is musical theatre? To understand the history of musical theatre. Character or action song To identify character songs and action songs Create your own musical To create a musical theatre scene. Rehearsing my musical To rehearse a musical theatre scene. Performing my musical To perform a musical theatre scene.	Singing for Victory To use musical vocabulary to identify features of different eras of music. The White Cliffs of Dover To improve accuracy in pitch and control for signing with expression and dynamics. Pitch Up To identify pitches within an octave when singing. Harmonise To use knowledge of pitch to develop confidence when singing in parts. Let's notate To be able to notate a melody using pitches up to an octave.	Monteverdi and the invention of opera To understand the importance of Monteverdi in the history of opera. Johann Pachelbel and the canon To read and play a canon from staff notation. Henry Purcell and the ground bass To demonstrate an understanding of Baroque music features when composing. J S Bach and the fugue To combine knowledge of staff notation and aural awareness to play a fugue. George Frideric Handel and the oratorio To apply their understanding of fugue structure when performing with others.	A single year To listen to and describe music. Writing chorus lyrics To write lyrics for a song. Writing verse lyrics To organise lyrics into a song structure. Backing track To use vocal improvisation and known melodies against a backing track. Creating a melody To compose a melody.
Unit outcomes	Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.	Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.	Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.	Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.	Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.