


Hemblington Kapow Music Curriculum

Kapow Curriculum						
	Autumn Term 1	Autumn Term 2	Spring Term	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	<b>Songs I know</b>	<b><u>Celebration Music</u></b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	<b><u>Exploring Sound</u></b> Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.	<b><u>Music and Movement</u></b> Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<b><u>Musical stories</u></b> Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	<b><u>Big band</u></b> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song
Year 1	<b><u>Pulse and Rhythm</u></b> <b>(Theme: All about me)</b> Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.	<b><u>Classical music, dynamics and tempo</u></b> <b>(Theme: animals)</b> Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.	<b><u>Musical vocabulary</u></b> <b>(Theme: under the sea)</b> Exploring key musical vocabulary.	<b><u>Timbre and rhythmic patterns</u></b> <b>(Theme: fairytales)</b> Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.	<b><u>Pitch and tempo</u></b> <b>(Theme: superheroes)</b> Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.	<b><u>Vocal and body sounds</u></b> <b>(Theme: By the sea)</b> Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.
Year 2	<b><u>Musical Me</u></b> Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	<b><u>Orchestral instruments</u></b> <b>(Theme: Traditional stories)</b> Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be	<b><u>Dynamics, timbre, tempo and motifs</u></b> <b>(Theme: Space)</b> Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more	<b><u>West African call and response song</u></b> <b>(Theme: Animals)</b> Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing	<b><u>On this island: British songs and sounds</u></b> Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city,	<b><u>Myths and legends</u></b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.

		represented by pitch and how changes in tempo can convey action.	formal ways and learning to play and compose motifs.	to creating animal-based call and response rhythms.	creating their own soundscapes.	
Year 3	<p><b><u>Developing singing technique</u></b>  <b><u>(Theme: The Vikings)</u></b>          Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p><b><u>Creating compositions in response to an animation</u></b>  <b><u>(Theme: Mountains)</u></b>          Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.</p>	<p><b><u>Pentatonic melodies and composition</u></b>  <b><u>(Theme: Chinese New Year)</u></b>          Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.</p>	<p><b><u>Ballads</u></b>          Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.</p>	<p><b><u>Jazz</u></b>          Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>	<p><b><u>Traditional instruments and improvisation</u></b>  <b><u>(Theme: India)</u></b>          Introducing traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.</p>
Year 4	<p><b><u>Samba and carnival sounds and instruments</u></b>          Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.</p>	<p><b><u>Rock and Roll</u></b>          Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece</p>	<p><b><u>Changes in pitch, tempo and dynamics</u></b>  <b><u>(Theme: Rivers)</u></b>          Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p><b><u>Haiku, music and performance</u></b>  <b><u>(Theme: Hanami)</u></b>          Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance</p>	<p><b><u>Body and tuned percussion</u></b>  <b><u>(Theme: Rainforests)</u></b>          Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.</p>	<p><b><u>Adapting and transposing motifs</u></b>  <b><u>(Theme: Romans)</u></b>          Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.</p>
Year 5	<p><b><u>Composition notation</u></b>  <b><u>(Theme: Ancient Egypt)</u></b>          Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in</p>	<p><b><u>Blues</u></b>          Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to</p>	<p><b><u>South and West Africa</u></b>          Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the</p>	<p><b><u>Composition to represent the festival of colour</u></b>  <b><u>(Theme: Holi festival)</u></b>          Exploring the associations between music, sounds and colour, composing and, as a class and</p>	<p><b><u>Musical theatre</u></b>          An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used</p>	<p><b><u>Looping and remixing</u></b>          Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to</p>

	different ways to help develop their understanding of staff notation.	create an improvised piece with a familiar, repetitive backing	djembe and some dance moves.	performing their own musical composition to represent Holi.	to tell a story and learning about performance aspects.	create their own versions
Year 6	<p><b><u>Dynamics, pitch and tempo</u></b>  <b><u>(Theme: Fingal's Cave)</u></b>  Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p><b><u>Film Music</u></b>  Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p><b><u>Theme and variations</u></b>  <b><u>(Theme: pop art)</u></b>  Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments</p>	<p><b><u>Baroque music</u></b>  Appraising the work of composers from this period.</p>	<p><b><u>Songs of WW2</u></b>  Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p><b><u>Composing and performing a leavers' song</u></b>  Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.</p>