Hemblington Kapow Music Curriculum

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

Year 3 Peveloping singing technique (Theme: The Vikinas) Developing singing technique (Jenning to Manimation and instruments of the carnival sounds and instruments introducing sounds and instruments. Year 4 Samba and carnival sounds and instruments of the carnival consoleration and instruments, syncopated rhythms and composition to the sights and sounds of the carnival control and instruments, syncopated rhythms and composition to the traditional sounds and instruments, syncopated rhythms and compositions to match the sights and sounds of the carnival sounds and instruments. Year 5 Composition notation (Theme: Ancient Egypt) Year 5 Composition notation (Theme: Ancient Egypt) Jean (Jenning to play and compositions to match the sights and sounds and instruments, syncopated rhythms and compositions to match the facility the sights and sounds and instruments. Significant for the carnival sounds and instruments. Significant for the carnival the first facility the facility of the carnival sounds and instruments. Significant for the carnival sounds and instruments are carnival sounds and instruments. Significant for the carnival sounds and instruments. Significant for the carnival sounds and instruments and composition to make the procession of the carnival sounds and instruments are carnival sounds and instruments are carnival sounds and instruments to settle the carning and composition to the definition of the carnival sounds and instruments to carnival sounds and instruments			represented by pitch	formal ways and	to creating	creating their own	
Year 3 Developing singing technique (Theme: The Vikinas) Developing singing technique, learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. Year 4 Samba and carnival sounds and instruments of the carnival. Learning about the traditional sounds and instruments and composition and flexifically at a while-class piece Year 5 Composition notation Gleantifying the key fear such as a decimal of the molecular performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the key feat such as a decimal performance Gleantifying the pitch Gleantifying the pitch Gleantifying the petch Gleantifying the petch Gleantifying the petch Gleantifying the pitch Gleantifying the petch				_	_	_	
Year 3 Developing singing technique, planning of thems: Nountains) Developing singing technique, learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. Year 4 Year 4 Year 4 Samba and carnival sounds and instruments of the carnival. Learning about the traditional sounds and the sights and sounds of the dramival. Learning about the traditional sounds and instruments, syncopated rhythms and composition and rhythmer samba breaks. Year 5 Composition notation (Thems: Ancient Egypt) Year 5 Composition notation (Thems: House) Pentatonic melodies and composition (Thems: New Year as a stimulus: revising key musical terminology. attention to the dynamics, pitch and between the piece. Creating original composition in the piece of rock and roll music, playing a finished performing a finished of the carnival and Rock and roll music, playing the Hand Jive and the sights and sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Thems: Ancient Egypt) Year 5 Composition notation (Thems: Ancient Egypt) Adapting an experimental file of the river traditional sounds and performing a finished performance. Intermediation and provided the traditional sounds and instruments, sunceptated rhythms and composing their samba breaks. Year 5 Composition notation (Thems: Ancient Egypt) Year 5 Composition notation (Thems: Ancient Egypt) Adapting and composition to represent the festival or convey different and considering the convolution to convey different and convey of the reversal how to convey different as the performing. Selecting vaccibulary to describe a day to convey different ancient performing. Selecting vaccibulary to describe a day to convey different as the performing. Selecting vaccibulary to describe a day to convey different ancient performing. Selecting vaccibulary to describe a day to convey different ancient performing. Selecting vaccibulary to coordinate performing. Selecting vaccibulary to coord			_			300Hascapes.	
Per 3 Per 3 Per 4 Per 4 Per 4 Per 4 Per 5 Per 5			l	Compose motils.	response mgmms.		
Developing singing technique (Theme: The Vikings) Developing singing technique (Learning of the keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. Year 4 Samba and carnival sounds and instruments. Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments. Suncopated rhythms and composition to make and composition to make and instruments. Suncopated rhythms and composition to make and composition to make and composition to make and instruments. Suncopated rhythms and composition to make and composition to the describe the significance of the carnival supported rhythms and composition to the describe the significance of the carnival suppopated rhythms and composition to the describe the structure of a nursery rhyme using to a rorge through out the traditional sounds and instruments. Suncopated rhythms and composition to the describe the structure of the carnival suppopated rhythms and composition to the described the sights and sounds and instruments. Suncopated rhythms and composition to the facultional sounds and instruments. Suncopated rhythms and composition to the traditional sounds and performing a bout the traditional sounds and instruments. Suncopated rhythms and composition to the described the facultional sounds and instruments. Suncopated rhythms and composition to the described the facultional sounds and instruments. Suncopated rhythms and composition to the described the facultional sounds and instruments. Suncopated rhythms and composition to the described the facultional sounds and instruments. Suncopated rhythms and composition to the described the facultional sounds and instruments. Suncopated rhythms and composition to the described the facultional sounds and instruments. Suncopated rhythms and composition to the described the facultional sounds and instruments. Suncopated rhythms and compositional performance Sunda Rock Around the Clock, looking ap	Year 3			Pentatonic melodies	Ballads	lazz	Traditional
technique; learning to keep in time, musical noration and rightm, culminating in a group performance of a song with actions. Year 4 Samba and carnival sounds and instruments introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation Year 5 Composition notation Aricha Sauth and a carnival syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Chinese New Year as a water formation of the story of Chinese New Year as the stimulus revising key musical terminology, playing and creating playing and creating and performing a plete of change throughout the piece. Creating original compositions to match an animation. Rock and Roll Learning about the origin and features of rock and roll music, looking specifically at a walking bass line, and performing a finished introduced to music and adding performance instruments, succepted rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Chinese New Year as a to convey different emotions when screate a jazz motif chair, and play a jazz version of a nursery rhyme and tempo and dynamics composing a piece of traditional ballad. The me: Chinese New Year as a factures and how they change the story of Chinese New Year as a stimulus. revising key musical terminology, playing and creating pattern emotions when performing. Selecting wocabulary to describe a story, before turning in story before turning in a story, before turning in a story, before turning in a story, before turning in the structure of a traditional ballad. The me: Chinese New Year as a factures and how they change and retention to the distinuity of earning. Selecting wocabulary to describe a story, before turning in the structure of a traditional ballad. The me: Chinese New Year as a factures and how they cond particular the structure of a traditional ballad. The me: Chinese New Year as a factures and how they	l lear 5	Developing singing			· · · · · · · · · · · · · · · · · · ·	<u> </u>	
Cheme: The Vikinas Developing singing technique; learning to be keep in time, music and considering the notation and rhythm, culminating in a group performance of a song with actions. Page 14 Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composition to making about the traditional sounds and instruments, syncopated rhythms and composition to making absolutes. Page 15 Composition notation (Theme: Ancient Egypt)			· · · · · · · · · · · · · · · · · · ·		_	_	
Developing singing to music and technique; learning to music and considering the considering the keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. Samba and carnival sounds and instruments Introducing sounds and instruments, suncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Composition notation (Theme: Ancient Egypt) Composition to the learning the technique; learning to music and considering the constant of chiefs while colors. Chinese New Year as a stimulus: revising key musical terminology, playing and creating performing. Selecting usating a downlong and composition to tended terminology, playing and creating pentatonic melodies, composition to the distribution to a group using and creating pentatonic melodies, composition to the distribution to a group using a distribution to the music and performing a finished performing a finished performance (Them: Runam) Using descriptive value of the carnival. Learning about the traditional sounds and instruments, suncopated rhythms and composing their samba breaks. South and West Africa terminology, playing and creating in the traditional ballad. It is a group using the responsibility to distribution and performing a traditional ballad. It is a group using the							
technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. Year 4 Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments samba breaks. Year 5 Composition notation (Theme: Ancient Eauth) Year 6 Composition notation (Theme: Ancient Eupt) Year 7 Composition notation (Theme: Ancient Eupt) Year 8 Composition notation (Theme: Ancient Eupt) Year 8 Composition notation (Theme: Ancient Eupt) Year 9 Composition notation (Theme: Ancient Eupt) Year 8 Composition notation (Theme: Ancient Eupt) Introducing the narrative it represents by paying close attention to the stimulus: revising key musical terminology, particular terpersents by paying close attention to the disturbus by paying close attention to the duption of a group performing Selecting using a swong rhythm and play a jazz version and storul, betwere vising key musical terminology, paying close attention to the duption of a core of a jazz motif using swong rhythm and play a jazz version and storul, betwere vising key musical terminology, paying close attention to the duption of a nursery rhythm and story, before turning a story, before turning at story, before turning a story, before turning at story, before turning		· · · · · · · · · · · · · · · · · · ·	· ·				· · · · · · · · · · · · · · · · · · ·
keep in time, musical notation and rhythm, culminating in a group performance of a song with actions. Year 4 Samba and carnival sounds and instruments introducing samba and the sights and sounds of the carnival, Learning about the traditional sounds and instruments, suncopated rhythms and composition the traditional sounds and instruments, sambo breaks. Year 5 Composition notation (Theme: Ancient Egypt) Year 5 Composition notation (Theme: Ancient Egypt) Reck pin time, musical notation (Theme: Ancient Egypt) Name and carnival is proved a dunamic, culminating in a group particular tempo and how they change throughout the piece. Creating olose attention to the dunamic, playing the Hand Jive and Rock Around the Clock, looking while-class piece Samba and carnival sounds and the sights and sounds of the carnival, Learning about the traditional sounds and instruments, suncopasing their sambo breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Reck and Roll sund sunds and its learning about the traditional sounds and instruments and composing their sambo breaks. South and West Africa song, playing the field with a culminating in a final group learning in the structure of a traditional ballad. Samba and carnival sounds and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, suncopated rhythms and composing their sambo breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Reck and Roll sund walking bass line, and specifically at a walking bass line, and performing a depred melodies, composing a piece of music in a group beat frong pentation melodies, composing a piece of music in a group beat traditional ballad. Samba and carnival tempo and dunamics played melodies and performing a finished and the sights and sounds and instruments of the traditional sounds and instruments, suncoparated rhythms and composing their sambo breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch I		,			<u> </u>	, , ,	_
notation and rhythm, culminating in a group performance of a song with actions. Year 4 Year 4 Samba and carnival sounds and instruments Introducing samba and the raditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Equpt) Year 5 Composition notation (Theme: Ancient Equpt) Identifying the keit of learning to be garden at the first of large and mood of latertifying the keit of latertify and features and mood of latertifying the keit of latertify and features and mood of latertifying the keit of latertify and features and mood of latertifying the keit of latertify and features and mood of latertifying the keit of latertifying the keit of latertifying the keit of latertify and features and mood of latertifying the keit of latertify and features and mood of latertifying the keit of latertifying the latertifying th			·			· ·	_
culminating in a group performance of a song with actions. Year 4 Samba and carnival sounds and instruments of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition in totation (Theme: Ancient Egypt) Identifying the Pitch of Samba and cardival identifying the Pitch of Samba breaks. Secure 4 Samba and carnival sounds and instruments, syncopated rhythms and Composing their samba breaks. Secure 4 Samba and carnival sounds and instruments, syncopated rhythms and Composing a piece. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the Pitch of Samba and status of sperformance (Theme: Ancient Egypt) Identifying the Pitch of Samba and carnival tempo and by the picch of a narisery rhyme using tit to tit to lugics following tit to tit to lugics following the tit to lugics following tit to tit toril upton 4 tit to lugics following the structure of a traditional ballad. Samba and carnival sounds and instruments of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking sand composing piece of music in a group using layered melodies and performing a flished piece. Changes in pitch, tempo and dynamics on departments of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking sound instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch of a traditional ballad. Changes in pitch, change of the structure of a traditional ballad. Changes in pitch, change of the structure of a traditional ballad. Changes in pitch, change of the structure of a traditional ballad. Changes in pitch, change of the structure of a traditional ballad. Changes in pitch, change of the traditional ballad. Changes in pitch structure of a traditional ballad. Changes in pitch structure of a traditional ballad. Performance (Theme: Hanami) Using descriptive vocabulary to create a Haiku, putting it to music and a		1	l '				_
performance of a song with actions. Year 4 Year 4 Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Equpt) Identifying the epitch Samba and carnival sounds and instruments, syncopated rhythms and composing their samba breaks. Samba instruments Samba and carnival the piece. Creating original compositions to match an animation. Pock and Roll Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Samba instruments Samba and carnival the sights and sounds of instruments, syncopated rhythms and composing their samba breaks. Samba instruments Samba and carnival the piece. Creating original compositions to match an animation. Sounds and instruments Samba instruments, syncopated rhythms and composing their samba breaks. South and West Africa Learning 'Shosholoza', a traditional South of folour (Theme: Holi Instruments to create rhythms of the rainforest, layer by layer. Samba instruments South and West Africa Learning 'Shosholoza', a traditional sounds and instruments to create rhythms of the rainforest, layer by layer. Samba breaks. South and West Africa Learning 'Shosholoza', a traditional South of folour (Theme: Holi Instruments) South and West Africa Song, playing features and mood of learning how singing, learning how sing					_		
with actions. I tempo and how they change throughout the piece. Creating original compositions to match an animation. Year 4 Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the key learning about the piece. Teams of the carnival throughout the traditional ballad. Samba and carnival sounds and instruments. Syncopated rhythms Arican Samba breaks. Traditional ballad. The traditional ba					_		
The sights and sounds and instruments, syncopated rhythms and composition notation instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egupt) Year 5 Composition notation (Theme: Ancient Egupt) Identifying the pitch Identifying the pit		, ·				osing turied percussion.	
Pear 4 Year 4 Year 4 Year 5 Year 5 Year 5 Year 5 Year 4 Year 4 Year 4 Year 4 Year 4 Year 5 Year 5 Year 5 Year 5 Year 5 Year 4 Year 4 Year 4 Year 4 Year 4 Year 5 Year 6 Year 4 Year 6 Year 6 Year 8 Year 9 Year 9		with actions.					
Year 4 Year 4 Year 4 Year 4 Year 5 Year 5 Year 5 Year 5 Year 5 Year 6 Year 6 Year 6 Year 6 Year 6 Year 7 Year 7 Year 8 Year 8 Year 9 Year 9			, ,		traditional ballaa.		_
Year 4 Year 4 Year 5 Year 5 Year 6 Year 6 Year 6 Year 9 Year 9				_			•
Year 4 Samba and carnival sounds and instruments Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the traditional sounds and instruments, samba breaks. Year 5 Composition notation (Theme: Ancient Equpt) Identifying the pitch			l '	l '			performing.
Sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Equity) Identifying the Pitch Rearning about the instruments or cok and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performance. Year 5 Composition notation (Theme: Ancient Equity) Introducing samba and instruments, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece Year 5 Composition notation (Theme: Ancient Equity) Identifying the pitch 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 South and West Africa Learning 'Shosholoza', a traditional South African song, playing African song, playing Performance (Theme: Hanami) Using descriptive vocabulary to create a Hoiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance rhythms of the rainforest, layer by layer. South and West Africa Composition to represent the festival of colour (Theme: Holi festival) African song, playing Transponding (Theme: Rainforest) Through was descriptive vocabulary to create a Hoiku, putting it to music and adding percussion sound effects to bring all elements together being introduced to music and adding percussion sound effects to bring all elements together before a final, group performance rhythms of the rainforest through was introduced to the double percussion and tuned percussion instruments to create rhythms adapt a through was adapt and transposition to represent the festival of colour (Theme: Holi festival) An introduction to music and adding percussion sound effects to bring all elements together before a final, group perfo							
instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Introducing samba and the sights and sounds of ladentifying the pitch Introducing samba and the sights and sounds of the carnival. Learning about the Clock, looking specifically at a walking bass line, and performing a them to their performance. Year 5 Composition notation (Theme: Ancient Egypt) Introducing samba and the sights and sounds of lading and the sights and sounds of lating the sights and sounds of lating in a float sight in the sights and sounds of lating in a float sight in the sights and sounds of lating in and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece South and West Africa a traditional South African song, playing (Theme: Hanami) 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 Identifying the pitch South and West Africa a traditional South African song, playing (Theme: Rainforests through music whilst being introduced to music, pupils a represent different stages of the river music, pupils and effects to bring all elements together before a final, group performance South and West Africa to music and adding percussion sound effects to bring all elements together before a final, group performance Introducing to create a Maiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance Introducing to create a Maiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance Introducing to create a Maiku, putting it to music and adding percussion sound effects to bring	Year 4	<u> </u>					
Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Introducing samba and the sights and sounds the traditional sounds and instruments, samba breaks. Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Introducing samba and the sights and sounds of the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Inking to geography learning, pupils represent different stages of the river through vocal and percussion sound effects to bring all elements together before a final, group performance before a final, group performance of the rainforest through music whilst being introduced to musical terms. 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 of the rainforest through music whilst being introduced to musical terms. 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 or hyphama traditionals of tuned percussion instruments to create rhythms of the rainforest through music whilst being introduced to mousical terms. 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 or sound elements together before a final, group introduced to music and adding percuss			_ ~			l • • • • • • • • • • • • • • • • • • •	
the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch The sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composition to features and mood of ladentifying the pitch The sights and sounds of the carnival. Learning about the Clock, looking specifically at a walking bass line, and percussive ostinatos, culminating in a final group performance. The sights and sounds of the carnival. Learning about the Clock, looking specifically at a walking bass line, and percussive ostinatos, culminating in a final group performance. The sights and sounds of the carnival. Learning about the Clock, looking specifically at a walking bass line, and percussive ostinatos, culminating in a final group performance. The sights and sounds and its being introduced to music and adding percussion sound effects to bring all elements together before a final, group performance instruments to create rhythms of the rainforest, layer by layer. The sights and sounds and indeption instruments to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance instruments to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance instruments to create and motification to follow from the stages of the river through vocal and handle percussion sound effects to bring all elements together before a final, group performance instruments to create and motification to music and adding percussion sound effects to bring all elements together before a final, group performance instruments to create and motification to follow from the music and adding percussion and tuned percussion instruments to create and adding percussion and to sound effects to bring all elements together b		<u> </u>				-	
of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch And Rock Around the Clock, looking specifically at a walking bass line, and performing a walking bass line, and performs through vocal and percussive ostinatos, culminating in a final group performance. South and West Africa Learning 'Shosholoza', a traditional South Identifying the pitch African song, playing Tegresent different stages of the river through vocal and percussion sound effects to bring all elements together before a final, group performance before a final, group performance The composition notation (Theme: Ancient Egypt) Identifying the pitch An introducted to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer. South and West Africa Learning 'Shosholoza', a traditional South African song, playing African song, playing Tegresent different stages of the river through vocal and percussion sound effects to bring all elements together before a final, group performance The music and adding percussion sound effects to bring all elements together before a final, group performance The music and adding percussion sound effects to bring all elements together before a final, group performance The music and adding percussion sound effects to bring all elements together before a final, group performance The music and adding percussion sound effects to bring all elements together before a final, group performance The music and adding percussion sound effects to bring all elements together before a final, group performance The music and adding percussion and tuned percussion instruments to create rhythms adapt and transpercusion and tuned percussion		_	•				
Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egupt) Identifying the pitch Clock, looking specifically at a walking bass line, and performing a walking bass line, and performance. South and West Africa Learning 'Shosholoza', a traditional South African song, playing Through vocal and percussion sound effects to bring all elements together before a final, group performance The music and adding percussion sound tuned percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer. Composition notation (Theme: Ancient Egupt) Identifying the pitch Clock, looking stages of the river through vocal and percussion sound effects to bring all elements together before a final, group performance South and West Africa Learning 'Shosholoza', a traditional South African song, playing African song, playing South and West Africa (Theme: Holi) feativel) Through vocal and effects to bring all elements together before a final, group performance Thythms of the rainforest, layer by layer. Composition to represent the festival of colour (Theme: Holi) featively provided introduced to the tore, and tuned percussion an			1		_	_	_
traditional sounds and instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Though vocal and percussive ostinatos, culminating in a final group performance. Through vocal and percussion sound effects to bring all elements together before a final, group performance before a final, group performance instruments to create rhythms of the rainforest, layer by layer. South and West Africa Learning 'Shosholoza', a traditional South Identifying the pitch African song, playing Through vocal and percussion sound effects to bring all elements together before a final, group performance instruments to create rhythms of the concept of motifs adapt and transposition to get percussion sound effects to bring all elements together before a final, group performance South and West Africa Learning 'Shosholoza', a traditional South African song, playing African song, playing Through vocal and percussion sound effects to bring all elements together before a final, group performance Through vocal and percussion sound effects to bring all elements together before a final, group performance Through vocal and percussion sound effects to bring all elements together before a final, group performance Through vocal and percussion sound effects to bring all elements together before a final, group performance Through vocal and effects to bring all elements together before a final, group performance Through vocal and percussion sound effects to bring all elements together before a final, group performance Through vocal and effects to bring all elements together before a final, group performance Through vocal and tonspiculary to body percussion and tone fellow to percussion and tone for the percussion and tone final percussion and tone final percussion and tone fellow to percussion and tone fellow				•		1	
instruments, syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Identifying the pitch Yalking bass line, and performing a walking bass line, and performing a performing a while-class piece and performing a while-class piece and performance. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Identifying the pitch Yalking bass line, and percussive ostinatos, culminating in a final group performance. Year 5 Composition to performance South and West Africa performance South and West Africa Learning 'Shosholoza', a traditional South African song, playing African song, playing Percussive ostinatos, culminating in a final gleements together before a final, group performance Theme to their performance of the them to their performance of the performance of the performance of the them to their performance of the		<u> </u>	, ,	<u> </u>	_		
syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Syncopated rhythms and composing their samba breaks. Year 5 Composition notation (Theme: Ancient Identifying the pitch) South and West Africa (A traditional South Identifying the pitch) African song, playing Culminating in a final group performance (adapt and transposition to performance) South and West Africa (adapt and transposition to performance) Composition to represent the festival of colour (Theme: Holi musical theatre, learning how singing, focusing particular formance. South and West Africa (Proposition to a traditional South African song, playing) African song, playing South and West African song, playing features and mood of Blues music and its (Proposition to a traditional South African song, playing)				_			
and composing their samba breaks. Year 5 Composition notation (Theme: Ancient laguet) Identifying the pitch Blues music and its While-class piece group performance. group performance. Bues performance. South and West Africa Learning 'Shosholoza', a traditional South ldentifying the pitch African song, playing before a final, group performants to create rhythms of the rainforest, layer by layer. Composition to represent the festival of colour (Theme: Holi learning how singing, focusing particular festival) instruments to create rhythms of the rainforest, layer by layer. Composition to represent the festival of colour (Theme: Holi learning how singing, focusing particular formance. South and West Africa performance final, group performance instruments to create rhythms of the rainforest, layer by layer. Looping and rem Learning how da musical theatre, learning how singing, focusing particular focusin		·			_	,	concept of motifs and
Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Identifying the pitch South and West Africa Learning 'Shosholoza', a traditional South African song, playing Performance Performance Prhythms of the rainforest, layer by layer. Composition to Performance Phythms of the rainforest, layer by layer. Composition to Performance Phythms of the rainforest, layer by layer. Composition to Performance Phythms of the rainforest, layer by layer. An introduction to musical theatre, learning how singing, focusing particular focusing particular				_	_	•	adapt and transpose
Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Blues Identifying the pitch South and West Africa Learning 'Shosholoza', a traditional South African song, playing Composition to rainforest, layer by layer. Composition to represent the festival of colour (Theme: Holi musical theatre An introduction to musical theatre, music is create focusing particular		, -	while-class piece	group performance.			motifs and perform
Year 5 Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Identifying the pitch Year 5 Omposition notation (Theme: Ancient Identifying the pitch Identifying the pitch Year 5 Omposition to represent the festival of colour (Theme: Holi Identifying the pitch Identifying the key Iden		samba breaks.			performance		them to their peers.
Year 5 Composition notation (Theme: Ancient Egypt) Identifying the pitch Identifying the pitch South and West Africa Learning 'Shosholoza', a traditional South African song, playing Composition to represent the festival of colour (Theme: Holi learning how singing, Identifying the pitch Musical theatre An introduction to musical theatre, learning how singing, focusing particular						rainforest, layer by	
(Theme: Ancient Egypt) Identifying the key features and mood of Identifying the pitch Identifying the pitch Identifying the pitch Identifying the key features and mood of Identifying the pitch Identifying the pitch Identifying the key features and mood of Identifying the key feature						-	
Egypt) features and mood of latraditional South ldentifying the pitch ldentifying the pitch features and mood of ldentifying the pitch ldentifying the pit	Year 5	Composition notation	<u>Blues</u>	South and West Africa	Composition to	<u>Musical theatre</u>	Looping and remixing
Identifying the pitch Blues music and its African song, playing <u>festival</u> learning how singing, focusing particular		(Theme: Ancient					Learning how dance
		Egypt)	features and mood of	a traditional South	of colour (Theme: Holi	musical theatre,	music is created,
and rhuthm of written importance and the accompanying Exploring the acting and dancing the use of loops		Identifying the pitch	Blues music and its	African song, playing	<u>festival)</u>	learning how singing,	focusing particularly on
I are right of mitter I importance and I are decompanying I Exploring the I detail and danking I the obe of loops,		and rhythm of written	importance and	the accompanying	Exploring the	acting and dancing	the use of loops, and
		notes and		chords using tuned	associations between	can be combined to	learning how to play a
experimenting with 12-bar Blues and the percussion and music, sounds and give an overall well known son		experimenting with	12-bar Blues and the	percussion and	music, sounds and	give an overall	well known song
		I = = = = = = = = = = = = = = = = = = =				performance, exploring	before putting a dance
						I 1	music spin on it to

	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	Dynamics, pitch and tempo (Theme: Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Theme and variations (Theme: pop art) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	Baroque music Appraising the work of composers from this period.	Songs of WW2 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.	Composing and performing a leavers' song 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.