

Music and Kapow Curriculum/ Long Term Plan

There are 5 lessons for each topic to be taught by the class teacher and Jane Mimmagh. Jane will be expanding the topics in her lessons and will communicate with class teachers the lessons that are to be taught within the unit. Teachers may feel more confident with certain lessons than others.

Most lessons have short videos for teachers to explain content and help with teacher's subject knowledge.

Any questions email Jane jmimmagh@remat.org.uk

Reception	Autumn		Spring		Summer	
<p>Early Learning Goals Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Exploring Sounds Pupils explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them</p>	<p>Celebration Music Pupils learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>	<p>Music and Movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music</p>	<p>Musical Stories Using traditional childrens' tales and songs pupils will move to music changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group</p>	<p>Big Band Pupils learn 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 to a small audience</p>	<p>This is me* Pupils will learn about music from local, national and own heritage. Learn traditional songs.</p>
<p>Development Matters 2021 statements</p>	<p>To explore using voices and body to</p>	<p>Listen carefully to rhymes and songs, paying attention to how</p>			<p>-Explore, use and refine a variety of artistic effects to</p>	<p>Listen carefully to rhymes and songs, paying attention to</p>

<p>Specific areas</p>	<p>make a variety of sounds.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>To develop awareness of rhythm and rhyme in speech.</p>	<p>they sound.</p> <ul style="list-style-type: none"> -Learn rhymes, poems and songs. -Recognise that people have different beliefs and celebrate special times in different way. – Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. 			<p>express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-Create collaboratively sharing ideas, resources and skills.</p>	<p>how they sound.</p> <ul style="list-style-type: none"> -Learn rhymes, poems and songs. Recognise that people have different beliefs and celebrate special times in different way. Build on their previous learning,
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Year 1		Autumn		Spring		Summer	
National curriculum 1. Use voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically 3. Listen with concentration and understanding to a range of high-quality live and recorded music 4. Experiment with, create, select and combine sounds using the inter-related dimensions of music	<i>Can use Apple Tree instead of favourites song</i>	All about Me Pulse and rhythm Identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Animals Classical Music dynamics and tempo Pupils use their bodies and instruments to listen and respond to pieces of classical music that represent animals.	Fairytales Timbre rhythmic patterns Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.	Superheroes Pitch and tempo Pupils will learn to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting	By the Sea Vocal and Body sounds Pupils build on prior knowledge and make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas	Under the Sea Musical vocabulary Pupils will demonstrate and combine their knowledge of the interrelated dimensions of music through chanting and the playing of tuned percussion instruments.
	Endpoints	Know the terms pulse, and rhythm and demonstrate the difference between them, Keep a steady pulse Move in time to the music Repeat simple rhythmic pattern Begin to show control when singing	Pick out two different tempos in music (fast and slow) Use dynamic contrasts when performing (quiet and loud) Respond to different moods in music saying how music makes them feel Begin to show control when singing	Know the terms pulse, and rhythm and demonstrate the difference between them, Keep a steady pulse Move in time to the music Repeat simple rhythmic pattern	Pick out two different tempos in music (fast and slow) Use dynamic contrasts when performing (quiet and loud) Improve and create short, rhythmic patterns Improve and create a phrase using 2 pitches Use vocabulary when identifying good features and	Know the terms pulse, and rhythm and demonstrate the difference between them, tempo, dynamic, pitch Know that notation represents music, Notate patterns using pictures/symbols Improve and create short, rhythmic patterns	Improve and create short, rhythmic patterns Notate patterns using pictures/symbols Use vocabulary when identifying good features and suggestions to improve work Comment on music using inter-related dimensions of music.

					suggestions to improve work		
	NC	Performing 1, 2, Listening 3. Composing 4.	Performing 1, 2 Listening 3. Composing 4.	Performing 1, 2, Listening 3 Composing 4.	Performing 1, 2, Listening 3 Composing 4.	Performing 1, 2, Listening 3 Composing 4.	Performing 2, Listening 3 Composing 4.
		Interrelated dimensions of music					

Year 2		Autumn	Spring	Summer			
National curriculum 1. Use voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically 3. Listen with concentration and understanding to a range of high-quality live and recorded music 4. Experiment with, create, select and combine sounds using the inter-related dimensions of music		African music (animals) Pupils learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms	Orchestral instruments Traditional western stories Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music	Musical Me Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.	Space Dynamics, timbre, Tempo , motif Pupils develop knowledge and understanding of dynamics, timbre, tempo and instruments, identifying elements in music, comparing pieces by the same composer. They visually represent music in creative and more formal ways, learn to play and compose motifs	On this Island British songs and sounds Pupils explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Using images and discussion, they develop an idea of what each of these places would sound like and use this to create compositions	Myths and legends Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song Pupils will also listen to music and sing songs and games from local, national and own heritage
	endpoints	Know the term dynamics and use 'loud' and 'quiet' to describe music. Know	Know the term dynamics and use	Know the term dynamics and use 'loud' and 'quiet' to	build on previous knowledge including Know the terms melody	Know the term dynamics and use	Know the terms melody and timbre and use in context

		the term tempo and use "fast" and slow. Know the term pitch and use high and low to describe music know the term melody and use in context Keep a steady pulse in a group and as a soloist with accompaniment Play longer rhythmic patterns on instrument Use correct posture and expression when singing songs Sing back short melodies using at least 3-5 pitched notes	'loud' and 'quiet' to describe music. Know the term tempo and use "fast" and slow. Know the term pitch and use high and low to describe music know the term melody and use in context Select and combine sounds as a group to match characters	describe music. Know the term tempo and use "fast" and slow. Know the term pitch and use high and low to describe music know the term melody and use in context Follow and play a melody accurately Sing back short melodies using at least 3-5 pitched notes Use correct posture and expression when singing songs	and timbre and use in context Create and repeat short rhythmic patterns compose a short melodic motif Select and combine sounds as a group to create soundscapes Use vocabulary when identifying good features and suggestions to improve work • Respond to different moods in music saying how music makes them feel • Comment on music using inter-related dimensions of music.	'loud' and 'quiet' to describe music. Know the term tempo and use "fast" and slow. Know the term pitch and use high and low to describe music know the term melody and use in context Select and combine sounds as a group to create soundscapes Use correct posture and expression when singing songs Sing melodies	Know the term dynamics and use 'loud' and 'quiet' to describe music. Know the term tempo and use "fast" and slow. Know the term pitch and use high and low to describe music Use vocabulary when identifying good features and suggestions to improve work Comment on music using inter-related dimensions of music Use correct posture and expression when singing songs Sing melodies
	NC	Performing 1, 2 Listening 3. Composing 4.	Performing 1, 2 Listening 3. Composing 4.	Performing 1, 2 Listening 3. Composing 4.	Performing 2 Listening 3. Composing 4.	Performing 2 Listening 3. Composing 4.	Performing 2 Listening 3. Composing 4.
Interrelated dimensions of music							

Year 3		Autumn		Spring		Summer	
National curriculum 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		Ballads Pupils learn what ballads are, including traditional ballads, how to identify their features and how to convey different emotions when performing them. Recorders begin this term	Recorders pupils learn to play B,A,G,C,D Begin to read notation	Chinese New Year Pentatonic melodies Pupils revise key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Jazz Pupils learn about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm of a song with actions.	Vikings Pupils develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance	Indian Music Pupils listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.

<p>2.Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3.Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4.Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6. Develop an understanding of the history of music</p>	Endpoints	<p>Know and use musical vocabulary to describe pulse, dynamics, tempo, melody and pitch in a piece of music</p> <p>Identify basic features of music for different purposes</p> <p>Know and describe structure when listening to music</p> <p>Demonstrate good posture, control and expression when singing songs</p> <p>Learn a Ballad is a type of song</p>	<p>Know quavers and crotchets and their value</p> <p>Begin to learn staff notation</p> <p>Perform and play at least 3 notes in a melody with simple rhythms</p> <p>Perform rhythms longer than 2 bars</p> <p>Demonstrate good posture</p>	<p>Identify basic features of music for different purposes</p> <p>Know and describe structure when listening to music</p> <p>Know a pentatonic scale is 5 notes</p> <p>Improvise rhythm phrases</p> <p>Compose and notate rhythm phrases using correct note value</p> <p>Use vocabulary when identifying good features and suggestions to improve own work</p>	<p>Know and use musical vocabulary to describe pulse, dynamics, tempo, melody and pitch in a piece of music</p> <p>Identify basic features of music for different purposes</p> <p>Know and describe structure when listening to music</p> <p>Improvise rhythm phrases</p> <p>Know the origins and features of the early styles of Jazz</p> <p>Begin to Know differences of eras in music</p>	<p>Know and use musical vocabulary to describe pulse, dynamics, tempo, melody and pitch in a piece of music</p> <p>Demonstrate good posture, control and expression when singing songs</p> <p>Keep a steady pulse in a group and as a soloist with musical accompaniment</p> <p>Perform and play at least 3 notes in a melody with simple rhythms</p> <p>Perform rhythms longer than 2 bars</p> <p>Compose and notate rhythm phrases using correct note value</p>	<p>Know and use musical vocabulary to describe pulse, dynamics, tempo, melody and pitch in a piece of music</p> <p>Identify basic features of music for different purposes</p> <p>Improvise rhythmic and melodic phrases</p> <p>Use vocabulary when identifying good features and suggestions to improve own work</p>
	NC	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3.</p> <p>Music History 5</p>	<p>Performing 1, 4.</p> <p>Listening 2, 3</p> <p>Composing 3,</p> <p>Music History 5.</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3, 4</p> <p>Music History 5,6</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3, 4</p> <p>Music History 5,6</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3. 4</p> <p>Music History 5,6</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3.4</p> <p>Music History 5,6</p>
Interrelated dimensions of music							

Year 4		Autumn		Spring		Summer	
National curriculum		<p>Rainforests</p> <p>Body and tuned percussion</p>	<p>Rock and Roll</p> <p>Learning about the origin and features</p>	<p>Rivers</p>	<p>Hanami</p> <p>Haiku, music and performance</p>	<p>Romans</p>	<p>Samba</p> <p>Pupils are introduced to the</p>

<p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6. Develop an understanding of the history of music</p>		Pupils learn about structure and texture and revisit interrelated dimensions already learned.	of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock	Changes in pitch, rhythm and dynamics Pupils learn to listen to changes in pitch, tempo and dynamics and relate it to something familiar.	Pupils write melodies to their own Haiku's and perform.	Adapting and transposing motifs Pupils revisit and develop their understanding of motifs and repeating patterns	music and culture of South America
	Endpoints	<p>Know texture and use to describe music</p> <p>Know musical vocabulary to describe and discuss a piece of music</p> <p>Know appropriate vocabulary (forte and piano) to describe dynamics</p> <p>Work creatively in a group to compose and organise ideas within a structure</p> <p>Use vocabulary when identifying good features and suggestions to improve own work</p>	<p>Know musical vocabulary to describe and discuss a piece of music</p> <p>Know the treble clef and stave</p> <p>Know staff notation</p> <p>Identify and use the term bar(s)</p> <p>Know the origins and features of Rock and Roll</p> <p>Keep a steady pulse in an ensemble and solo with musical accompaniment</p> <p>Describe music using vocabulary learned</p>	<p>Know musical vocabulary to describe and discuss a piece of music</p> <p>Know texture and use to describe music</p> <p>Know motif and identify in music</p> <p>Keep a steady pulse in an ensemble and solo with musical accompaniment with up to 3 changes of tempo</p> <p>Compose and notate a 2 bar melodic phrase and be able to use as a motif</p> <p>Know the work of at least one famous composer from western classical tradition</p>	<p>Know musical vocabulary to describe and discuss a piece of music</p> <p>Know texture and use to describe music</p> <p>Work creatively in a group to compose and organise ideas within a structure</p> <p>Use vocabulary when identifying good features and suggestions to improve own work</p>	<p>Know musical vocabulary to describe and discuss a piece of music</p> <p>Know motif and identify in music</p> <p>Compose and notate a 2 bar melodic phrase and be able to use as a motif</p> <p>Read minims, crotchets, and quavers in 4 beat rhythms. Notate using crotchets, quavers and minims</p> <p>Use vocabulary when identifying good features and suggestions to improve own work</p>	<p>Know musical vocabulary to describe and discuss a piece of music</p> <p>Know texture and use to describe music</p> <p>Improvise 8 beat rhythm phrase</p> <p>Work creatively in a group to compose and organise ideas within a structure</p> <p>Know the origins and features of samba</p> <p>Use vocabulary when identifying good features and suggestions to improve own work</p>
		<p>Performing 1, 4</p> <p>Listening 2, 3</p> <p>Composing 3.</p> <p>Music History 5,6</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3.</p> <p>Music History 5</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3, 4</p> <p>Music History 5</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3.</p> <p>Music History 5</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3,4</p> <p>Music History 5</p>	<p>Performing 1.</p> <p>Listening 2, 3</p> <p>Composing 3.</p> <p>Music History 5,6</p>
Interrelated dimensions of music							

Year 5		Autumn		Spring		Summer	
<p>National curriculum</p> <p>1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>2. Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3. Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</p>		<p>Ancient Egypt (notation)</p> <p>Pupils learn to identify the pitch and rhythm of written notes and experiment with notating their composition.</p>	<p>Blues</p> <p>Pupils are introduced to the genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose, they will compose using features of this genre.</p>	<p>African music</p> <p>Pupils learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play drums</p>	<p>Holi</p> <p>Pupils explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p>	<p>Looping and remixing</p> <p>Pupils learn about how dance music is created, focusing particularly on the use of loops</p>	<p>Musical Theatre</p> <p>Pupils are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance</p>
	Endpoints	<p>Know texture and timbre and use with other terms to describe a piece of music</p> <p>Demonstrate and know posture when singing and playing.</p> <p>Compare different styles/genres of music using inter-related dimensions of music</p> <p>Compose and notate a melody</p>	<p>Know texture and timbre and use with other terms to describe a piece of music</p> <p>Know the origins and features of Blues music</p> <p>Identify and play chords</p> <p>Improvise a melodic phrase of around 5 notes using a variety of musical devices</p> <p>Understand the influence music has had in society over time</p>	<p>Know texture and timbre and use with other terms to describe a piece of music</p> <p>Demonstrate and know posture when singing and playing.</p> <p>Sing with dynamics, tone and show characterisation</p> <p>Improvise a melodic phrase of around 5 notes using a variety of musical devices</p>	<p>Know texture and timbre and use with other terms to describe a piece of music</p> <p>Demonstrate and know posture when singing and playing.</p> <p>Sing with dynamics, tone and show characterisation</p> <p>Compose and notate a melody</p> <p>Make suggestions about how to improve own and</p>	<p>Know structure : binary and ternary</p> <p>Know texture and timbre and use with other terms to describe a piece of music</p> <p>Know what a loop is and describe how loops are used in music</p> <p>Use technology to create a piece of music using loops.</p>	<p>Know Italian terms: forte/piano, staccato/legato</p> <p>Sing with dynamics, tone and show characterisation</p> <p>Compose and notate a melody</p> <p>Compare different styles/genres of music using inter-related dimensions of music</p> <p>Make suggestions about how to improve own and others work using</p>

composers and musicians 6. Develop an understanding of the history of music			Compare different styles/genres of music using inter-related dimensions of music	Identify and play chords On tuned instruments, regularly and accurately perform pieces	others work using musical vocabulary		musical vocabulary
	NC	Performing 1, 4 Listening 2,3, 5 Composing 3. Music History 5.	Performing 1, 4 Listening 3, 5 Composing 3. Music History 5,6	Performing 1, 4 Listening 2, 3, 5 Composing 3. Music History 5,	Performing 1, 4 Listening 2, 3,5 Composing 3. Music History 5.	Performing 1, 4 Listening 2, 3, 5 Composing 3.	Performing 1, 4 Listening 2, 3,5 Composing Music History 5,6
		Interrelated dimensions of music					

Year 6		Autumn		Spring		Summer	
National curriculum		Advanced Rhythms	Film music	Songs of world war two	Pop Art	Structure and tonality*	Leavers song
1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing		Pupils further explore rhythmic patterns in order to build a sense of pulse and using this understanding	Pupils will be exploring and identifying the characteristics of film music. Creating a composition and graphic score to	Pupils continue to develop pitch, control and confidence when singing	Pupils explore the musical concept of theme and variations and discover how rhythms can 'translate' onto	Pupils learn about melody, scales and tonality by appraising composers work and performing melodies	Children spend the topic creating their very own leavers' song personal to their experiences as a class. (rap)

<p>accuracy, fluency, control and expression</p> <p>2.Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>3.Listen with attention to detail and recall sounds with increasing aural memory</p> <p>4.Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6. Develop an understanding of the history of music</p>		to create a composition	perform alongside a film.		different instruments.	Pupils will learn about different structures	
	Endpoints	<p>Confidently use notation</p> <p>Perform rhythmic phrases using instruments or body percussion</p> <p>Read crotchets, quaver pairs, minims, semibreves and rests</p> <p>Create rhythmic phrases with variations as a group or as a duet</p> <p>Make suggestions about how to improve own and others work using musical vocabulary</p>	<p>Confidently use staff notation</p> <p>On tuned instruments, regularly and accurately perform pieces of at least 3 different tempo and time signature</p> <p>Perform and play at least 8 notes (octave) in a melody with stave and clef</p>	<p>Know Italian terms: forte/piano, crescendo/diminuendo, staccato/legato</p> <p>Know to use Solfege to describe pitch</p> <p>Know the purposes of popular music in WW2</p> <p>Understand the influence music has had in society over time</p> <p>Compare different styles/genres of music using inter-related dimensions of music</p>	<p>Perform rhythmic phrases using instruments or body percussion</p> <p>Read crotchets, quaver pairs, minims, semibreves and rests</p> <p>Create rhythmic phrases with variations as a group or as a duet</p> <p>Make suggestions about how to improve own and others work using musical vocabulary</p>	<p>*Not kapow</p> <p>Know Italian terms: forte/piano, crescendo/diminuendo, staccato/legato</p> <p>Know structure: binary, ternary and rondo, texture and timbre and use to describe and discuss a piece of music</p> <p>On tuned instruments, regularly and accurately perform pieces of at least 3 different tempo and time signature</p> <p>Compare traditional music from other parts of the world</p> <p>Understand the influence music has had in society over time</p> <p>Compare different styles/genres of music using inter-related dimensions of music</p>	<p>Confidently use notation</p> <p>Perform rhythmic phrases using instruments or body percussion</p> <p>Create four bar melodies of up to 8 notes using different tempos, time signatures, adding performance directions</p> <p>Improvise and compose melodies over a given chord progression.</p>
	NC	<p>Performing 1, 4</p> <p>Listening 3, 5</p> <p>Composing 2, 4</p> <p>Music History 5,6</p>	<p>Performing 1, 4</p> <p>Listening 3, 5</p> <p>Composing 2,4.</p> <p>Music History 5.</p>	<p>Performing 1, 4</p> <p>Listening 3, 5</p> <p>Composing 2,4</p> <p>Music History 5,6</p>	<p>Performing 1, 4</p> <p>Listening 3, 5</p> <p>Composing 2,4</p> <p>Music History 5,6</p>	<p>Performing 1, 4</p> <p>Listening 3, 5</p> <p>Composing 2,4.</p> <p>Music History 5.6</p>	<p>Performing 1, 4</p> <p>Composing 3.</p>
Interrelated dimensions of music							

