



Great Marsden St John's

Church of England Primary Academy

A member of **CTDARI**

Music curriculum

Subject coverage in Music and GMSJ

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Planning and length of topic -</u> <u>Kapow</u>	4 Units to be taught throughout the year. All units have five lessons unless otherwise stated.	4 Units to be taught throughout the year. All units have five lessons unless otherwise stated.	4 Units to be taught throughout the year. All units have five lessons unless otherwise stated.	4 Units to be taught throughout the year. All units have five lessons unless otherwise stated.	4 Units to be taught throughout the year. All units have five lessons unless otherwise stated.	4 Units to be taught throughout the year. All units have five lessons unless otherwise stated.
Unit 1	Sound Patterns(Theme: Fairytales)	Musical Me	Instrumental scheme: South Africa	Adapting and transposing motifs (Theme: Romans)	Composition notation (Theme: Ancient Egypt)	Baroque
Unit 2	Pitch and tempo (Theme: Superheroes)	Myths and legends	Pentatonic melodies and composition (Theme: Chinese New Year)	Instrumental scheme: South America	Composition to represent the festival of colour (Theme: Holi festival)	Dynamics, pitch and tempo (Theme: Fingal's Cave)
Unit 3	Musical Vocabulary (Theme: Under the sea)	West African call and response song (Theme: Animals)	Instrumental scheme: Caribbean	Changes in pitch, tempo and dynamics (Theme: Rivers)	Blues	Theme and variations (Theme: Pop art)
Unit 4	Pulse and rhythm (Theme: All about me)	Orchestral instruments (Theme: Traditional stories)	Developing singing technique (Theme: The Vikings)	Instrumental scheme: Indonesia	South and West Africa	Composing and performing a Leavers' Song

CULTURAL CAPITAL OPPORTUNITIES IN MUSIC AT GMSJ

Cultural capital is achieved by showing the children a variety of music and instruments they may not have access to outside of school

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Playing a variety of musical instruments • Bob Bradley, Matt Sanchez, Steve Dymond • Randy Newman • Justin Timberlake • Pharrell Williams	• Playing a variety of musical instruments • Carthy Waterson • Neil Sidwell • Eric Coates	• Playing a variety of musical instruments • Traditional Chinese song • Mary Green and Julie Stanley • Hugh Masekela • Miriam Makeba • Ladysmith Black Mambazo • Music Education Solutions • Calypso Rose • Lord Kitchener • Love City Pan Dragons	• Playing a variety of musical instruments • Mary Green and Julie Stanley • Beethoven • Performers - Line Halstad & Hallgeir Bjerke • Bedřich Smetana • Ben E King • KT Tunstall • Music Education Solutions • Buena Vista Social Club • Sergio Mendes & Brasil 66 • Luis Fonsi, Daddy Yankee feat. Justin Bieber • Celia Cruz • Lord Kitchener • Sekaha Sekar Karya	• Playing a variety of musical instruments • The Bangles • Henry Purcell • Edvard Grieg • Felix Mendelssohn • Julian Gallant, Jeff Gallant, Jeff Meegan, David Tobin and Rob Kelly • Ruhan Kapoor and Sidhant Kapoor • The Simpsons • Swiss Dutchman • Miriam Makeba • Ndebele folk song • Drakensberg Boys Choir • Bwazan • Les Maitres-Tambours du Burundi	• Playing a variety of musical instruments • A wide range of Baroque composers • A wide range of Pop Music composers • Felix Mendelssohn • Benjamin Britten

Inter-related dimensions of music

The inter-related dimensions of music are:

- Pulse - Timbre
- Pitch - Texture
- Duration - Structure
- Dynamics - Appropriate musical notation
- Tempo

These are the building blocks of music and therefore run throughout the scheme of work as an overarching strand.

Disciplinary Knowledge KS1

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

YEAR 1				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Sound Patterns (Theme: Fairytales)	- Explore and change dynamics using the voice. - Experiment with creating different sounds using a single instrument. - Read simple rhythmic patterns comprising of one beat sounds and one beat rests. - Play sound patterns in time with the pulse using a visual stimulus. - Show awareness of different roles when performing in a group performance.	- 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.	Kapow Music	in time, percussion instrument, play, sing, high, low
Pitch (Theme: Superheroes)	- Identify high and low-pitched sounds. - Explore pitch by creating two pitch patterns. - Demonstrate tempo changes. - Create a superhero theme tune with a variety in tempo and pitch. - Perform a piece of superhero music showing a change of pitch and tempo.	- 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 perform		
Musical Symbols (Theme: Under the sea)	- Explore tempo changes through movement. - Explore how dynamics can be represented by different symbols. - Clap simple rhythmic patterns while keeping the pulse. - Interpret symbols to demonstrate a pitch pattern. - Perform as part of a group to demonstrate dynamics, pitch and rhythm.	- 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.		
Keeping the Pulse (Theme: My Favourite Things)	- Demonstrate an understanding of pulse using parts of the body. - Keep a pulse and show a sound pattern using bodies and voices. - Explore using a thinking voice to show the pulse. - Play short rhythms in time with the pulse. - Demonstrate an understanding of pulse through performance.	- 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.		

SHOW IT Distance learning assessments – YEAR 1

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Sound Patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical Symbols (Theme: Under the sea)	Keeping the Pulse (Theme: My Favourite Things)
Year 1	https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/sound-patterns-theme-fairytales/assessment-year-1-sound-patterns/ https://drive.google.com/file/d/1xd09JQFzIQMmqXi3dNUQ954pR5NmiDn3/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pitch-theme-superheroes-2/assessment-year-1-pitch/ https://drive.google.com/file/d/1W8j1ExDYFvsyQ1y7_xNXR_uHrjHUnQDo/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/musical-symbols-theme-under-the-sea/assessment-year-1-musical-symbols/ https://drive.google.com/file/d/1XPqwHE9oILD1TRJ8EqQnUXIVZZ2bhp48/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/keeping-the-pulse-theme-my-favourite-things/assessment-year-1-keeping-the-pulse/ https://drive.google.com/file/d/1ZgV7es9RvQ3RbqcYC6Oxq9hkctoLdYyB/view?usp=drive_link

YEAR 2				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Pitch (Theme: Musical Me)	- Understand and practice reading different symbols to show pitch. - Sing and draw pitch patterns. - Read and understand the notation for the song ‘Once a Man Fell in a Well.’ - Use a tuned percussion instrument to play a song. - Complete the notation for a short song using a threeline stave.	- 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.	Kapow Music	sequence, emotion, musicians, orchestral, composer, notation
Structure (Theme: Myths and Legends)	- Read and clap a rhythm based on a phrase from a story. - Hear, write and clap rhythms based on a phrase from a story. - Use a rhythm in different ways to demonstrate structure. - Create a structure using rhythmic patterns. - Perform a group composition.	- Recognise, play and write rhythms with one beats and paired half beats. - Show a rest beat using a silent movement. - 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.		
Call and response song (Theme: Animals)	- Create short sounds with varied dynamics that represent an animal. - Copy a short sound pattern. - Explore call and response using instruments. - Create sound patterns based on call and response. - Perform different sound patterns with contrasting dynamics.	- 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. - Copy a sound pattern using an instrument. - Playing either a call and/or response role in time with another pupil. - Perform a composition.		
Instruments (Theme: Musical Storytelling)	- Explore listening and analysing a piece of music in relation to a story. - Explore how music and sound effects can tell a story. - Select appropriate sounds to match events, characters and feelings in a story. - Suggest appropriate sounds to represent parts of a story. - Perform a composition showing changes in tempo and dynamics.	- Identify sections of the music where the tempo changes. - Correctly describe sections of music as fast or slow. - 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.		

SHOW IT Distance learning assessments – YEAR 2

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

Year 2	Pitch (Theme: Musical Me)	Structure (Theme: Myths and Legends)	Call and response song (Theme: Animals)	Instruments (Theme: Musical Storytelling)
	https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/pitch-theme-musical-me/assessment-year-2-pitch/ https://drive.google.com/file/d/1p6NcLcFfcpawjhC0-7-irCaOXR7pMI_2/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/structure-theme-myths-and-legends/assessment-year-2-structure/ https://drive.google.com/file/d/1Q1Mj3ISoBpdh6g9nHfR7L5HBuTRIDMww/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/call-and-response-theme-animals/assessment-year-2-call-and-response/ https://drive.google.com/file/d/18kYGH9-FTdklpEA0YcySRbszST_ZEmxr/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/instruments-theme-musical-storytelling/assessment-year-2-instruments/ https://drive.google.com/file/d/1Y-0yrMmPx878rGHRpKkBVh55ReWq2z6/view?usp=drive_link

Disciplinary Knowledge – KS2

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Use and understand staff and other musical notations.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Sing and play musically with increasing confidence and control.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

YEAR 3				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Instrumental scheme: South Africa	- Identify the basic key features of staff notation - Recognise and play minims by ear and from staff notation, moving up and down by step - Recognise and play semibreves by ear and from staff notation - Recognise and play crotchets and crotchet rests by ear and from staff notation - Compose rhythmic patterns for a gumboot dance	- Correctly label all staff notation features. - Share their ideas about South African music. - Play both Sheet music: Put on your gumboots! (tuned percussion part 1) and Sheet music: Put on your gumboots! (tuned percussion part 2) patterns accurately and in time. - Play both patterns accurately and in time. - Play the rhythmic pattern and sing the tune accurately and in time. - Create and perform an eight beat rhythm pattern.	Kapow Music	key, crotchet, crescendo, harmony, melodies, octaves, pentatonic, scale
Pentatonic Melodies (Theme: Chinese New Year)	- Learn about the music used to celebrate the Chinese New Year festival. - Play a pentatonic melody on a tuned percussion instrument. - Write and perform a pentatonic melody. - Perform a group composition. - Perform a piece of music as a group.	- Match their movements to the music, explaining why they chose these movements. - Accurately notate and play a pentatonic melody. - Play their part in a composition confidently. - Work as a group to perform a piece of music.		
Instrumental scheme: Caribbean	- Understand the main features of Calypso music - Improvise a vocal part in the style of a Calypso - Understand how and why percussion instruments can be used in Calypso music - Recognise and perform quavers from staff notation - Improvise in a Calypso style using a pentatonic scale	- Name some of the key features of Calypso music. - Ability to sing the song accurately by the end of the lesson. - Sing the song accurately, and perform their news headline correctly in the appropriate gap. - Explain in simple terms why percussion instruments were important in Trinidad. - Play the Sheet music: What’s the story? (tuned percussion part 1). - Recognise pairs of quavers on a musical score, and ability to play these in context. - Create a pentatonic improvisation using mainly one beat notes.		

YEAR 3 Continued				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Developin g singing technique (Theme: The Vikings)	• Sing in time with others. • Recognise simple rhythmic notation by ear and by sight. • Use simple rhythmic notation to compose a Viking battle song. • Perform music with confidence and discipline.	• 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.	Kapow Music	key, crotchet, crescendo, harmony, melodies, octaves, pentatonic, scale

SHOW IT Distance learning assessments – YEAR 3

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Instrumental scheme: South Africa	Pentatonic melodies (Theme: Chinese New Year)	Instrumental scheme: Caribbean	Developing singing technique (Theme: The Vikings)
Year 3	https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/south-africa-instrumental-lesson-plans/assessment-instrumental-ks2-south-africa/ https://drive.google.com/file/d/163gMJVCevRXbLgDSsEx8YBkwuFmE_RDj/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/assessment-year-3-pentatonic-melodies-chinese-new-year/ https://drive.google.com/file/d/10xf4RK-TkcaTz7QFcCVtLS_4CiMirmog/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/caribbean-instrumental-lesson-plans/assessment-instrumental-ks2-caribbean/ https://drive.google.com/file/d/1GUhN_1ojoABJs0GlojQnsc36c9kCjMD3/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/assessment-year-3-developing-singing-technique-vikings/ https://drive.google.com/file/d/1dxKlqzw31FC2YsEGFIV01M2gBesZdMIm/view?usp=drive_link

YEAR 4

Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Adapting and transposing motifs (Theme: Romans)	- Sing in tune and in time. - Understand what a musical motif is. - Compose and notate a motif. - Develop and transpose a musical motif. - Combine and perform different versions of a musical motif.	- 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.	Kapow Music	a capella, cue, ostinato, dotted minim, minim, quavers, semibreve, transpose
Instrumental scheme: South America	- Learn, perform and combine the key rhythms used in salsa music - Understand the history and key features of latin music - Identify the pitch of notes from staff notation, and play them accurately - Compose and notate a salsainspired melody - Confidently perform a piece of salsa music using voices, instruments, and dancing	- Play the clave rhythm accurately. - Answer the questions on the Knowledge catcher (see unit page) with appropriate support. - Add letter names to the tuned percussion part 1 and play the part. - Ability to add pitches to notated rhythms and perform them accurately. - Sing and/or play the song confidently.		
Changes in pitch, tempo and dynamics (Theme: Rivers)	- Sing in two parts using expression and dynamics. - Recognise key elements of music. - Perform a vocal ostinato. - Create and perform an ostinato. - Improve and perform a piece of music based around ostinatos.	- 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. - Create and perform a piece with a variety of ostinato		

YEAR 4 Continued				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Instrumental scheme: Indonesia	- Recall and describe key features of known musical genres - Understand the key features of gamelan music - Understand the concept of an octave - Explore how cyclic patterns are used in gamelan music - Explore how different timbres can be combined to create an effect in gamelan music	- Recognise South African, Caribbean and South American musical styles when they hear this music. Even if the children cannot recall the specific information about the musical styles, it shows as much learning to identify the pieces because they ‘sound like’ the pieces they have been learning to play. For example, “I think it is salsa because it sounds like ‘Vamos, let’s go!’ shows an equal level of musical understanding as “I think it is calypso because of the political lyrics.” - Use some music vocabulary to talk about what they have heard. - Recall that gamelan music is cyclical, that the melodies last eight notes, and that the Slendro scale is used. - Sing the ‘Blue sky’ melody with some accuracy. - Mostly correctly answer Activity: Exploring octaves, and play. - Compose an eight note tune using the Slendro scale, and write it down at different octaves. - Define timbre, describe the timbres of different instruments, and make suggestions for how to combine these in a performance. - Play their tuned percussion part accurately.	Kapow Music	a capella, cue, ostinato, dotted minim, minim, quavers, semibreve, transpose

SHOW IT Distance learning assessments – YEAR 4

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Adapting and transposing motifs (Theme: Romans)	Instrumental scheme: South America	Changes in pitch, tempo and dynamics (Theme: Rivers)	Instrumental scheme: Indonesia
Year 4	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/assessment-year-4-adapting-and-transposing-motifs/ https://drive.google.com/file/d/1rGDd3IZPUEgYSH564oajY1BSvW2fTb4F/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/south-america-instrumental-lesson-plans/assessment-instrumental-ks2-south-america/ https://drive.google.com/file/d/1OeK1RBZ7jwkloAcyxj4Lv1cUzDstn8tY/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/pitch-dynamics-tempo/assessment-year-4-changes-in-pitch-tempo-and-dynamics/ https://drive.google.com/file/d/1z8TDuL6x7Fz_PYBr9TMbdXYadf6SvDAI/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/indonesia-instrumental-lesson-plans/assessment-instrumental-ks2-indonesia/ https://drive.google.com/file/d/1MzjGCGaqGcXTm65MP7pfzpvR6OceZMID/view?usp=drive_link

YEAR 5				
Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Composition notation (Theme: Ancient Egypt)	● Sing with accuracy, fluency, control and expression. ● Explore and use different forms of notation. ● Understand note length. ● Read simple pitch notation. ● Use hieroglyphs and stave notation to write a piece of music.	● 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. ● 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.	Kapow Music	pitch notation, staff notation, stave, scale, chord, break, polyrhythms
Composition to represent the festival of colour (Theme: Holi festival)	● Understand that music can be represented with colours. ● Represent a piece of music as a graphic score. ● Create a vocal composition based on a picture. ● Create a piece of music inspired by a single colour. ● Work as a group to perform a piece of music.	● 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.		
Blues	● Know some features of blues music. ● Play the first line of the 12-bar blues. ● Be able to play the 12-bar blues. ● Be able to play the blues scale on a tuned instrument. ● Be able to improvise with notes from the blues scale.	● 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.		
South and West Africa	● Sing a traditional African song unaccompanied. ● Use tuned percussion to play a chord progression. ● Use vocals or tuned percussion to perform a piece of music as an ensemble. ● Play call and response rhythms using percussion instruments. ● Create an eightbeat break to play within a performance.	● 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.		

SHOW IT Distance learning assessments – YEAR 5

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Composition notation (Theme: Ancient Egypt)	Composition to represent the festival of colour (Theme: Holi festival)	Blues	South and West Africa
Year 5	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/music-composition-and-staff-notation/assessment-year-5-composition-notation/ https://drive.google.com/file/d/1-VqpTNG0-uDi8aPIDkOlbClvYr0hplJP/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festival/assessment-year-5-composition-to-represent-the-festival-of-colour/ https://drive.google.com/file/d/1JG3B9xNNmGHTf9d1UZZ211jhRXq-6YuL/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/blues/assessment-year-5-blues/ https://drive.google.com/file/d/17Z1whgUIQZocJlz4nuBikTmt7vepr9v8/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/south-and-west-africa/assessment-year-5-south-and-west-africa/ https://drive.google.com/file/d/15PLFt_bTYRO-aQE4dhUsw2HGzBifxaC0/view?usp=drive_link

Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Baroque	- Understand the importance of Monteverdi in the history of opera. - Read and play a canon from staff notation. - Demonstrate an understanding of Baroque music features when composing. - Combine knowledge of staff notation and aural awareness to play a fugue. - Apply their understanding of fugue structure when performing with others.	- 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.	Kapow Music	semi-quaver, translate, variations, Baroque, bass instrument, canon, polyphonic
Dynamics, pitch and tempo (Theme: Fingal's Cave)	- Appraise the work of a classical composer (Felix Mendelssohn). - Improvise as a group, using dynamics and pitch. - Improvise as a group, using texture. - Use knowledge of dynamics, texture and pitch to create a group composition. - Use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	- 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 tex		
Theme and variations (Theme: Pop art)	- Explore the musical concept of theme and variations. - Compare and contrast different variations in the piece The Young Person's Guide to the Orchestra. - Use complex rhythms to be able to perform a theme. - Play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. - Use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms.	- 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.		

Unit name	Substantive knowledge	Disciplinary Knowledge	Unit Planning	Key vocab
Composing and performing a Leavers’ Song	- Listen to and describe music. - Write lyrics for a song. - Organise lyrics into a song structure. - Use vocal improvisation and known melodies against a backing track. - Compose a melody. - Compose a verse melody.	- 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.	Kapow Music	semi-quaver, translate, variations, Baroque, bass instrument, canon, polyphonic

SHOW IT Distance learning assessments – YEAR 6

To be complete 2-3 weeks after a unit of learning. Where possible these questions also draw on the children's disciplinary knowledge and explanation.

	Baroque	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Theme and variations (Theme: Pop art)	Composing and performing a Leavers' Song
Year 6	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/baroque/assessment-year-6-baroque/ https://drive.google.com/file/d/1Y35e2JCLFd77tHoC7nKeME0PW2L1sMRE/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/coast-fingals-cave-by-mendelssohn/assessment-year-6-dynamics-pitch-and-texture/ https://drive.google.com/file/d/12tmK-4P641J5NNHyoGP3m1Ns61cTZs2w/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/pop-art/assessment-year-6-theme-and-variations-theme-pop-art/ https://drive.google.com/file/d/1gG7L_rK-3kyAGX3WnD7_eN16Rvf6ohlp/view?usp=drive_link	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/assessment-year-6-leavers-song/ https://drive.google.com/file/d/19iB3QkSrnk8EfUk4LFvsuJG5Hzjhyg0D/view?usp=drive_link