**CYCLE A**

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| **Music** | **EYFS**  **Nursery and Reception** | **KS1**  **Year 1 & Year 2** | **LKS2**  **Year 3 & Year 4** | **UKS2**  **Year 5 & Year 6** |
| **AUTUMN** | Nursery:   * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas.   Reception:   * 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. | Unit Name:  “KAPOW Year 1 – New – Keeping the Pulse Theme: My Favourite Things (Archived: Pulse and Rhythm – All About Me)”. (In addition: Harvest and Christmas Carols)   1. use their 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   experiment with, create, select and combine sounds using the inter-related dimensions of music. | Unit Name:  “KAPOW Year 4 - Adapting and transposing motifs theme: Romans”  (In addition: Harvest and Christmas Carols)   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations   appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Unit Name:  “KAPOW – Year 6 – Songs of World War 2”  (In addition: Harvest and Christmas Carols)   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   develop an understanding of the history of music |
| **SPRING** | Unit Name:  “KAPOW Year 2 – New Contrasting Dynamics Theme: Space (Archived: Dynamics, timbre, tempo and motifs theme: Space)”.   1. use their 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   experiment with, create, select and combine sounds using the inter-related dimensions of music. | Unit Name:  Spring 1) “KAPOW Year 3 – Ballads”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   Spring 2) “KAPOW Year 4 – Jazz”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   develop an understanding of the history of music | Unit Name:  Spring 1) “KAPOW Year 5 – Musical Theatre”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music   Spring 2) “KAPOW Year 6 – Film Music”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations   appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |
| **SUMMER** | Unit Name:  Great Fire of London – London’s Burning.  Class teachers to use Sue Nichols training to create composition unit, using topic knowledge of the Great Fire of London/London’s burning song.   1. use their 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   experiment with, create, select and combine sounds using the inter-related dimensions of music. | Unit Name:  “KAPOW Year 4 - Changes in pitch tempo and dynamics Theme: rivers”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations   appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Unit Name: (WCIT? / KS2 Singing festival? )  + Y6 Leaver’s Concert |
| The depth thread is …  Teach – Practice - Repeat | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Improvising and Composing** | **EYFS** | **Year 1** | | **Year 2** | | | Stimulus and Purpose | Exploring and imitating sounds from their environment and in response to events in stories. | Creating sound responses to a variety of physical stimulus such as; nature, artwork and stories. | | | | | Improvising | Exploring and imitating sounds. | Improvising simple question and answer phrases, using untuned percussion or voices. | | | | | Creating and Selecting Sounds | Experimenting with creating sound in different ways using instruments, body percussion and voices.  Selecting classroom objects to use an instruments.  Selecting sounds that make them feel a certain way or remind them of something. | Experimenting with creating different sounds using a single instrument.  Experimenting with creating loud, soft, high and low sounds.  Selecting objects and/or instruments to create sounds to represent a given idea or character. | | Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.  Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. | | | Sequencing | Playing sounds at the relevant point in a storytelling. | Playing and combining sounds under the direction of a leader (the teacher). | | Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. | | |  | **Year 3** | **Year 4** | **Year 5** | | **Year 6** | | Stimulus and Purpose | Composing a piece of music in a given style with voices and instruments. | Composing a coherent piece of music in a given style with voices, bodies and instruments. | Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. | | Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. | | Improvising | Beginning to improvise musically within a given style using their voice. | Beginning to improvise musically within a given style using an instrument. | Improvising coherently within a given style. | | Improvising coherently and creatively within a given style, incorporating given features. | | Creating and Selecting Sounds | Suggesting and implementing improvements to their own work, using musical vocabulary. | Developing melodies using rhythmic variation, transposition, inversion, and looping. | Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.  Suggesting and demonstrating improvements to own and others’ work. | | Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.  Constructively critique their own and others’ work, using musical vocabulary. | | Sequencing | Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). | Creating a piece of music with at least four different layers and a clear structure. | Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | | Composing an original song, incorporating lyrics writing, melody writing and the composition of accompanying features, within a given structure. | | | | |
| SMSC development – Spiritual, Moral, Social, Cultural | Pupils will demonstrate an appreciation of music through:  CULTURAL - Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.  SPIRITUAL - Sense of enjoyment and fascination in learning about themselves, others and the world around them.   * Use of imagination and creativity in their learning. | | | |

**CYCLE B**

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| **Music** | **EYFS**  **Nursery and Reception** | **KS1**  **Year 1 & Year 2** | **LKS2**  **Year 3 & Year 4** | **UKS2**  **Year 5 & Year 6** |
| **AUTUMN** | Nursery:   * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas.   Reception:   * 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. | Unit Name:  “KAPOW Year 1 – New – Sound Patterns Theme: Fairytales (Archived: Timbre and Rhythmic patterns- Theme Fairytales)”. (In addition: Harvest and Christmas songs/pop tunes)   1. use their 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. | Unit Name:  “KAPOW Instrumental Unit 1: South Africa”  (In addition: Harvest and Christmas songs/pop tunes)   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. | Unit Name:  Anglo Saxons and Vikings (adapt kapow year 3??)  (In addition: Harvest and Christmas songs/pop tunes)   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |
| **SPRING** | Unit Name:  1) “KAPOW Year 2 – New – Structure Theme: Myths and Legends (Archived: Myths and Legends)”.   1. use their 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.   2) “KAPOW Year 2 – New – Instruments Theme: Musical Storytelling (Archived: Orchestral Instruments)”.   1. use their 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. | Unit Name:  1) “KAPOW Instrumental Unit 2: Caribbean”  2)“KAPOW Instrumental Unit 3: South America”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music | Unit Name:  “KAPOW Year 6 – Baroque”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music   develop an understanding of the history of music  2) “KAPOW Year 6 – Dynamics, pitch and texture (Fingal’s Cave by Mendelssohn)   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |
| **SUMMER** | Unit Name:  1)“KAPOW Year 1 – New – Musical Symbols Theme: Under The Sea (Archived: Under The Sea)”.   1. use their 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.     2)“KAPOW Year 1 – New – Dynamics Theme: Seaside (Archived: By The Sea)”.   1. use their 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. | Unit Name:  1)“KAPOW Instrumental Unit 4: Indonesia”  2)“KAPOW Instrumental Unit 5: India”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music | Unit Name:  KAPOW – Year 5 – Looping and Remixing”   1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   + Y6 Leaver’s Concert |
| The depth thread is …  Teach – Practice - Repeat | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Improvising and Composing** | **EYFS** | **Year 1** | | **Year 2** | | | Stimulus and Purpose | Exploring and imitating sounds from their environment and in response to events in stories. | Creating sound responses to a variety of physical stimulus such as; nature, artwork and stories. | | | | | Improvising | Exploring and imitating sounds. | Improvising simple question and answer phrases, using untuned percussion or voices. | | | | | Creating and Selecting Sounds | Experimenting with creating sound in different ways using instruments, body percussion and voices.  Selecting classroom objects to use an instruments.  Selecting sounds that make them feel a certain way or remind them of something. | Experimenting with creating different sounds using a single instrument.  Experimenting with creating loud, soft, high and low sounds.  Selecting objects and/or instruments to create sounds to represent a given idea or character. | | Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.  Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. | | | Sequencing | Playing sounds at the relevant point in a storytelling. | Playing and combining sounds under the direction of a leader (the teacher). | | Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. | | |  | **Year 3** | **Year 4** | **Year 5** | | **Year 6** | | Stimulus and Purpose | Composing a piece of music in a given style with voices and instruments. | Composing a coherent piece of music in a given style with voices, bodies and instruments. | Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. | | Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. | | Improvising | Beginning to improvise musically within a given style using their voice. | Beginning to improvise musically within a given style using an instrument. | Improvising coherently within a given style. | | Improvising coherently and creatively within a given style, incorporating given features. | | Creating and Selecting Sounds | Suggesting and implementing improvements to their own work, using musical vocabulary. | Developing melodies using rhythmic variation, transposition, inversion, and looping. | Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.  Suggesting and demonstrating improvements to own and others’ work. | | Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.  Constructively critique their own and others’ work, using musical vocabulary. | | Sequencing | Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). | Creating a piece of music with at least four different layers and a clear structure. | Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | | Composing an original song, incorporating lyrics writing, melody writing and the composition of accompanying features, within a given structure. | | | | |
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