

EYFS					
Performance opportunities: Christmas Play					
Content:					
<p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
Year 1					
Performance opportunities: Class led worship Christmas play					
Keeping the pulse  Theme: My favourite things  In this new unit, children explore keeping the pulse together through music and movement, by exploring their favourite things.	<p><b>Christmas play</b></p> <p><b>Cover objectives:</b></p> <p><b>Move to reflect a character.</b></p> <p><b>Create sounds to reflect a character</b></p> <p><b>Move at a speed that reflects the tempo of the audio.</b></p> <p><b>Respond to dynamic changes without prompting.</b></p>	<p><b>Tempo:</b> Snail and the mouse</p> <p>In this updated unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>	<p><b>Sound patterns</b></p> <p><b>Theme:</b> Fairytales</p> <p>This new unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p><b>Pitch</b></p> <p><b>Theme:</b> Superheroes</p> <p>This new unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p><b>Dynamics</b></p> <p><b>Theme:</b> Seaside</p> <p>In this new unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>

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	<p>Demonstrate a sound pattern correctly to a pulse.</p> <p>Sing and play high and low sounds.</p> <p>Read symbols representing high and low sounds correctly.</p> <p>Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.</p>				
Instruments: Body to clap rhythmic patterns	Instruments: using voices	Instruments: n/a	Instruments: body percussion	Instruments: glockenspiel	Instruments: voice, body sounds, percussion
Cross-curricular: Pop Art	Cross-curricular: RE	Cross-curricular: Geography	Cross-curricular:	Cross-curricular:	Cross-curricular: Geography
Year 2					
Performance opportunities: Christmas play Harvest performance					
Call and response Rhythm  Theme: Animals  In this unit, the children use	<p>Xmas play</p> <p><i>Cover objectives:</i> Pupils who are <b>secure</b> will be able to:</p>	<p>Instruments</p> <p>Theme: Musical storytelling</p> <p>This new unit helps the children learn how</p>	<p>Handbells scheme of work</p>	<p>Contrasting dynamics</p> <p>Theme: Space</p> <p>This new unit helps children with developing knowledge</p>	<p>Pitch</p> <p>Theme: Musical Me</p> <p>In this new unit, children are exploring the song 'Once a Man'</p>

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instruments to represent animals, copying rhythms and creating call and response rhythms.	<p><b>Breathe after each phrase in a song when singing.</b></p> <p><b>Sing a song from memory.</b></p> <p><b>Use different pitches while singing (high and low notes).</b></p> <p><b>Sing lyrics accurately.</b></p> <p><b>Perform actions that match lyrics.</b></p> <p><b>Collaborate and communicate within a group.</b></p>	events, actions and feelings within stories can be represented by pitch, dynamics and tempo.		and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	'Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.
Instruments :n/a	<b>Instruments: using voices</b>	Instruments: tuned	<b>Instruments: Handbells</b>	Instruments: untuned	Instruments: tuned percussion
Cross-curricular:	<b>Cross-curricular: RE</b>	Cross-curricular: Reading/ literacy	<b>Cross-curricular: Literacy</b>	Cross-curricular: science	Cross-curricular:
<b>Year 3</b>					
Performance opportunities: Christingle Concert					
Ballards	<b>Christingle Concert</b>	Pentatonic melodies and composition  <i>Theme: Chinese New Year</i>	<b>Handbells and performance unit</b>	Jazz	Traditional instruments and improvisation  <i>Theme: India</i>
Instruments:	<b>Instruments:</b>	Instruments:	<b>Instruments:</b>	Instruments:	Instruments:

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			handbells		
singing / composing	Singing/ performing	Notation / composing	performing	singing / composing	Notation / singing / composing
Music style & artist: ballards	Music style & artist: carols	Music style & artist: Pentatonic	Music style & artist: rounds	Music style & artist: Jazz/ scat music	Music style & artist: Indian
Cross-curricular:	Cross-curricular: RE	Cross-curricular: China	Cross-curricular: History	Cross-curricular:	Cross-curricular: India
Year 4					
<p>Performance opportunities: Flute concert to parents (July)</p> <p>Christingle Concert (December)</p> <p>Learn to play an instrument – flute</p> <p>Pupils engage in whole class instrumental lessons (flute) led by an external peripatetic.</p>					
<p>On the occasions when there is not a lesson led by the external teacher, children will complete the Kapow Year 4 unit on Rivers (see below)</p>					
Changes in pitch, tempo & dynamics  <i>Theme: Rivers</i>		Christingle Concert			
Instruments: n/a		Instruments: n/a			
Notation / singing / composing		Singing / performing			
Music style & artist: Vocal and percussive ostinatos		Music style & artist: Carols			

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Cross-curricular: Geography / water cycle		Cross curricular: RE							
Year 5									
Performance opportunities: Christmas carol service South & West Africa (in groups in class)									
Composition Notation <i>Theme: Ancient Egypt</i>	Christmas by candlelight service	Blues	Composition to represent the festival of colour <i>Theme: Holi festival</i>	South and West Africa	Looping and Remixing				
Instruments: Tuned percussion	Instruments: N/A	Instruments: chromatic glockenspiel	Instruments: Variety of percussion instruments	Instruments: Percussion Djembe (traditional African drums) and/or any other drums you have access to	Instruments: N/A				
Composing	Singing	Notation - graphic	Composing (vocal)	Notation / singing / composing	Notation & composing				
Music style & artist: Pitch and rhythm	Music style & artist: Carols	Music style & artist: Rhythmic patterns (Ostinato)	Music style & artist: Responding to timbre of music	Music style & artist: South and West Africa	Music style & artist:				
Cross-curricular: Ancient Egypt Computing – use of a tablet/camera	Cross-curricular: RE	Cross-curricular: Black History North America	Cross-curricular: Holi festival (religious)	Cross-curricular: South Africa - geography	Cross-curricular: computing – use of music package to compose				
Year 6									
Performance opportunities: Christmas by candlelight service at church Leavers service at church									

End of year production					
Dynamics, Pitch and Tempo <i>Theme: Fingal's Cave</i>	Christmas by candlelight service	Film music	Songs of WWII	Baroque	Play
Instruments: Tuned percussion instruments	Instruments : N/A	Instruments: N/A	Instruments: N/A	Instruments: Tuned percussion	Instruments: N/A
Notation / singing / composing	Singing and performing	Composing (graphic score)	Notation / singing / composing	Notation / singing / composing	Singing / performing
Music style & artist:	Music style & artist: Carols	Music style & artist:	Music style & artist:	Music style & artist:	Music style & artist:
Cross-curricular: geography – caves (Scotland wonder-spirituality)	Cross-curricular: RE	Cross-curricular: Computing – use of animation software	Cross-curricular: history unit about the War	Cross-curricular: Study of an aspect of a historical period in time	Cross-curricular: Drama
<b>Key Stage 3</b>					
Children should be taught to:					
<ul style="list-style-type: none"> <li>• play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</li> <li>• improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</li> <li>• use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</li> <li>• identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</li> <li>• listen with increasing discrimination to a wide range of music from great composers and musicians</li> <li>• develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>					
<p>* Highlighted areas show where there is continuity of subjects taught across KS1-3</p>					

Units highlighted in Red are replacing Kapow but still cover key skills.

Private music lesson opportunities in school

KS2:

- Flute
- Guitar
- Clarinet
- Ukulele