

LONG TERM PLANNING: 2024/25 Cycle B

Music

We use the Kapow Primary Scheme of learning to support teaching and learning in Key Stage 2. The scheme provides a clear progression of learning through EYFS, Key Stage 1 and Key Stage 2, in-built subject specific CPD to support staff teaching of the content and a range of opportunities to truly embed and secure the knowledge, skills and understanding pupils acquire through their primary learning journey.

Age Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound <i>Pupil explore how to use our voice and bodies to make sounds, experimenting with tempo and dynamic.</i>	Celebration music <i>Pupils learn about the music from a range of cultural and religious celebrations</i>	Music and movement <i>Pupils create simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</i>	Musical stories: <i>A unit based on traditional children's tales and songs, where pupils learnt that music and instruments can be used to convey moods or represent characters</i>	Transport: <i>See Nursery/Reception Long Term planning for overview</i>	Big band: <i>Pupils learn about the four different groups of musical instruments, follow a beat using an untuned instrument and perform a practiced song to a small audience.</i>
Key Stage 1 <i>Condensed</i>			Pulse and Rhythm: <u>All about me</u> Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Pitch and tempo: <u>Superheroes</u> Learning how to identify high and low notes and to compose a simple tune to represent a superhero.	Musical me: Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.	Orchestral instruments: <u>Theme: Traditional stories</u> Pupils are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.
Lower Key Stage 2	Instrumental unit: <u>South Africa</u> Pupils identify the basic key features of staff notation. They recognize and play minims by ear and from staff notation. Pupils will move onto recognising and playing crotchets by ear and from staff notation. Finally, pupils will compose rhythmic patterns for a gumboot dance.	Developing singing technique: <u>Vikings</u> - Pupils develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Instrumental unit: Pupils will understand the main features of Calypso music. They will improvise a vocal part in this style, understand how and why percussion instruments are used in this style and recognize and perform quavers from staff notation. Finally, pupils will improvise in a calypso style using a pentatonic scale.	Body and tuned percussion: <u>Rainforests</u> A topic of discovery; Pupils will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Jazz Learning about ragtime style music, traditional jazz and scat singing. Pupils create a jazz motif using a swung rhythm.	Changes in pitch, tempo and dynamics: <u>Rivers</u> Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.
Upper Key Stage 2	Film music: Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Composition notation: Based on the theme of Ancient Egypt, pupils learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	Musical theatre: Pupils are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.	Songs of World War 2 Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Theme and variations: <u>Pop Art</u> Pupils explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Composing and performing a Leavers' song: Children spend the topic creating their very own leavers' song personal to their experiences as a class.