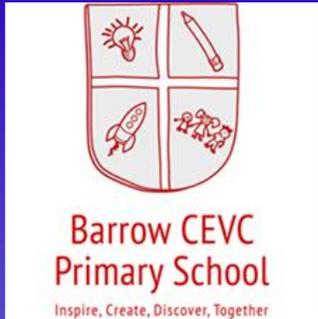


**Barrow CEVC  
Primary School**

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# MUSIC INTENT



## Music - Intent

At Barrow Primary School, we aim to support all children to see themselves as musicians. Through our music curriculum, children gain a firm understanding of what music is by listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding of a range of different genres of music and their different features. It is through these features that children come to understand how music can be used to express themselves and their emotions. Pupils are encouraged to experiment, through improvisation, composition and in using a range of instruments, to find different ways in which to be creative, while at the same time finding a way to demonstrate their emotions in a constructive manner and relate to others. We aim to provide children with the opportunity to confidently progress in their creativity and expression along with working with other pupils.

### **Aims of the Music Curriculum**

The national curriculum for music in Key Stage 1 aims to ensure that all pupils:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

In Key Stage 2 the curriculum develops this knowledge and skills further to ensure all pupils:

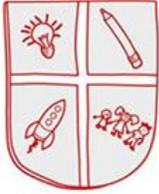
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- 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
- develop an understanding of the history of music.

At Barrow Primary School, we believe that children should be given the skills to become effective and successful Musicians. We aim to build children's musical skills through the six main areas of musical understanding:

- Listen and Appraise
- Singing
- Playing
- Improvisation
- Composition
- Performance
- Inter-related dimensions of music

Our music curriculum ensures that pupils are taught the key musical knowledge and vocabulary and these

INTENT



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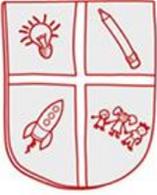
MENT

At Barrow Primary School, we use the Kapow Scheme from Reception to Year 6 which provides an integrated, practical, exploratory and child-led approach to musical learning. The scheme explores the interrelated dimensions of music across each unit to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

In Year 4, pupils receive music tuition through Suffolk County Music Service to learn an instrument including how to read musical notation. Suffolk County Music Service tutors link their sessions to Charanga to enable pupils to extend their learning at home and provide local music celebration opportunities for pupils to perform in public. In Years 5 and 6, children are offered the opportunity to continue learning their instrument through Play On. We also support music beyond the curriculum through wider school and community events and our school choir during lunchtime clubs.

The intention of the Kapow Primary music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

# EYFS



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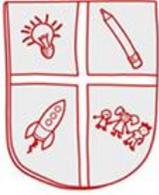
## RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	DO COWS DRINK MILK? LET'S CELEBRATE!	WILL YOU READ ME A STORY	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p>Join in with songs beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a pet</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Drama conventions through literacy</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Drama conventions through literacy</p> <p>I can use various construction materials: making a goat for the Billy Goats Gruff</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage chick)</p> <p>Andy Goldsworthy natural art</p> <p>Drama conventions through literacy</p>	<p>Collage-<u>minibeasts</u> / Making houses. Pastel drawings, Life cycles,</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: <u>paper mache</u>: working in pairs</p> <p>Drama conventions through literacy</p> <p>Weaving spider webs</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Drama conventions through literacy</p>	

# MENT



# EYFS



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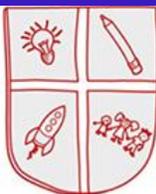
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**INTENT**

## Music – EYFS – KS1

ELG 17 Being Imaginative	How this is achieved in EYFS	Music - KS1
<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music</li> </ul>	<ul style="list-style-type: none"> <li>• Wake and shake</li> <li>• GoNoodle</li> <li>• Singing songs and rhymes from a variety of genres</li> <li>• Performing on our outdoor stage</li> <li>• Nursery rhyme week</li> <li>• Making and using musical instruments</li> <li>• Singing and performing to our friends</li> <li>• Nativity Play – Singing, dancing and performing</li> <li>• Call and response songs</li> <li>• Play movement and listening games, using different sounds for different movements Suggestions: march</li> <li>• Games and activities exploring untuned percussion instruments</li> <li>• Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</li> </ul>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high- quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>

# EYFS



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# INTENT

## Learning in EYFS:

### What Music Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

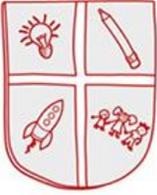
This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music			
Three and Four-Year-Olds	Communication and Language		• Sing a large repertoire of songs.
	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development		• Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <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>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

# Key Stage 1



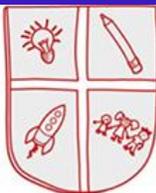
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INTENT

 National Curriculum by Kapow Primary's themes and units			
Key stage 1 - National Curriculum computing subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Performing	<a href="#">Pulse and rhythm</a> <a href="#">Classical music, dynamics and tempo</a> <a href="#">Timbre and rhythmic pattern</a> <a href="#">Pitch and tempo</a> <a href="#">Vocal and body sounds</a>	<a href="#">Musical me</a> <a href="#">African call and response song</a> <a href="#">On this island: British songs and sounds</a>
	Inter-related dimensions of music		
Play tuned and untuned instruments musically	Performing	<a href="#">Pulse and rhythm</a> <a href="#">Classical music, dynamics and tempo</a> <a href="#">Musical vocabulary</a> <a href="#">Timbre and rhythmic pattern</a> <a href="#">Pitch and tempo</a> <a href="#">Vocal and body sounds</a>	<a href="#">Musical me</a> <a href="#">Orchestral instruments</a> <a href="#">African call and response song</a> <a href="#">On this island: British songs and sounds</a> <a href="#">Myths and legends</a> <a href="#">Dynamics, timbre, tempo and motifs</a>
	Inter-related dimensions of music		
Listen with concentration and understanding to a range of high-quality live and recorded music	Listening	<a href="#">Pulse and rhythm</a> <a href="#">Classical music, dynamics and tempo</a> <a href="#">Musical vocabulary</a> <a href="#">Timbre and rhythmic pattern</a> <a href="#">Pitch and tempo</a> <a href="#">Vocal and body sounds</a>	<a href="#">Musical me</a> <a href="#">Orchestral instruments</a> <a href="#">African call and response song</a> <a href="#">On this island: British songs and sounds</a> <a href="#">Myths and legends</a> <a href="#">Dynamics, timbre, tempo and motifs</a>
	Inter-related dimensions of music		
Experiment with, create, select and combine sounds using the inter-related dimensions of music	Composing	<a href="#">Pulse and rhythm</a> <a href="#">Classical music, dynamics and tempo</a> <a href="#">Musical vocabulary</a> <a href="#">Timbre and rhythmic pattern</a> <a href="#">Pitch and tempo</a> <a href="#">Vocal and body sounds</a>	<a href="#">Musical me</a> <a href="#">Orchestral instruments</a> <a href="#">African call and response song</a> <a href="#">On this island: British songs and sounds</a> <a href="#">Myths and legends</a> <a href="#">Dynamics, timbre, tempo and motifs</a>
	Inter-related dimensions of music		

# Year 1



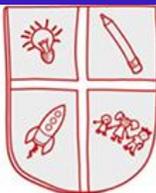
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INTENT

Year 1	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Pulse and rhythm: All about me</b>  (5 lessons) <a href="#">Go to unit</a>	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Clapping</b> and playing in time to the pulse. <b>Playing</b> simple rhythms on an instrument. <b>Understanding</b> the difference between pulse and rhythm. <b>Improvising</b> vocally within a given structure.	PSHE
<b>Classical music, dynamics and tempo: Animals</b>  (5 lessons) <a href="#">Go to unit</a>	Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and composing a short section of music as a group using their voices and instruments.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Singing</b> short songs from memory, adding simple dynamics. <b>Playing</b> instruments expressively. <b>Responding</b> expressively to music using your body. <b>Creating</b> and selecting appropriate sounds to tell a story.	PE (Dance)
<b>Musical Vocabulary: Under the sea</b>  (5 lessons) <a href="#">Go to unit</a>	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Responding</b> to the pulse and tempo of the music through expressive and appropriate movement. <b>Selecting</b> appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth <b>Layering</b> instrumental sounds in response to an image <b>Using</b> musical vocabulary when describing how to create effects in music	

# Year 1



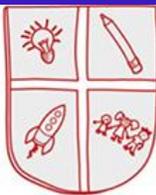
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INTEGRATION

Year 1	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Timbre and rhythmic patterns: Fairy tales</b>  (5 lessons)  <a href="#">Go to unit</a>	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Performing</b> short chants from memory, with expression. <b>Responding</b> to a sound by likening it to a character or mood. <b>Creating</b> and selecting sounds to match a character or mood.	English
<b>Pitch and tempo: Superheroes</b>  (5 lessons)  <a href="#">Go to unit</a>	Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Playing</b> simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). <b>Recognising</b> tempo and pitch changes. <b>Listening</b> <b>Experimenting</b> with tempo and pitch using tuned and untuned instruments.	
<b>Vocal and body sounds: By the sea</b>  (5 lessons)  <a href="#">Go to unit</a>	Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Performing</b> from graphic notation. <b>Listening</b> to and commenting on the descriptive features of music. <b>Selecting</b> appropriate instruments to create an intended effect, using dynamics and tempo to add interest.	Geography

# Year 2



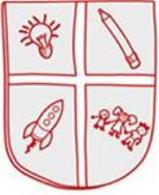
**Barrow CEVC  
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INTENT

Year 2	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>African call and response song: Animals</b> (5 lessons) <a href="#">Go to unit</a>	Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.	Performing Listening Composing Inter-related dimensions of music	<b>Recognising</b> playing a short rhythm from simple notation. <b>Suggesting</b> improvements to their work. <b>Relating</b> music to feelings. <b>Listening</b> Creating short sequences of sound on a given idea.	
<b>Orchestral instruments: Traditional stories</b> (5 lessons) <a href="#">Go to unit</a>	Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.	Performing Listening Composing Inter-related dimensions of music	<b>Performing</b> a story using vocal and instrumental sound effects. <b>Recognising</b> timbre changes. <b>Improvising</b> vocal sound effects for a story. <b>Creating</b> a tune to describe a character.	English
<b>Musical me: Singing and playing a song</b> (5 lessons) <a href="#">Go to unit</a>	Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Performing Listening Composing Inter-related dimensions of music	<b>Singing</b> and playing untuned instruments at the same time. <b>Playing</b> a melody from letter notation. <b>Repeating</b> a melody by ear. <b>Listening</b> Choosing appropriate dynamics and timbre for a piece of music.	

# Year 2



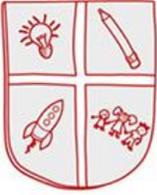
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INTENT

Year 2	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Dynamics, timbre, tempo and motifs: Space</b>  (5 lessons) <a href="#">Go to unit</a>	Inspired by The Planets by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Performing</b> a melodic motif musically. <b>Listening</b> for and recognising instrumentation. <b>Creating</b> a melodic motif from a set of five notes.	Science
<b>On this island: British songs and sounds</b>  (5 lessons) <a href="#">Go to unit</a>	Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Singing</b> with confidence and expression. <b>Using</b> musical vocabulary to describe the music they hear. <b>Creating</b> and making improvements to a soundscape.	Geography
<b>Myths and legends</b>  (5 lessons) <a href="#">Go to unit</a>	Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Singing</b> songs from memory with confidence and accuracy. <b>Recognising</b> structural features. <b>Layering</b> instrumental and vocal sounds and patterns within a given structure.	English

# Lower Key Stage 2



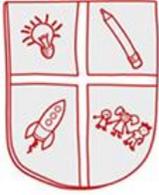
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INTENT

 National Curriculum by Kapow Primary's themes and units			
Key stage 2 - National Curriculum computing subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 3	Year 4
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Performing	<a href="#">Ballads</a> <a href="#">Creating compositions in response to animation</a> <a href="#">Developing singing technique and keeping in time</a> <a href="#">Pentatonic melodies and composition</a> <a href="#">Jazz</a> <a href="#">Traditional instruments and improvisation</a>	<a href="#">Body and tuned percussion</a> <a href="#">Rock and roll</a> <a href="#">Changes in pitch, dynamics and tempo</a> <a href="#">Haiku, music and performance</a> <a href="#">Samba and carnival sounds and instruments</a> <a href="#">Adapting and transposing motifs</a>
	Inter-related dimensions of music		
Improve and compose music for a range of purposes using the inter-related dimensions of music	Composing	<a href="#">Ballads</a> <a href="#">Creating compositions in response to animation</a> <a href="#">Developing singing technique and keeping in time</a> <a href="#">Pentatonic melodies and composition</a> <a href="#">Jazz</a> <a href="#">Traditional instruments and improvisation</a>	<a href="#">Body and tuned percussion</a> <a href="#">Rock and roll</a> <a href="#">Changes in pitch, dynamics and tempo</a> <a href="#">Haiku, music and performance</a> <a href="#">Samba and carnival sounds and instruments</a> <a href="#">Adapting and transposing motifs</a>
	Inter-related dimensions of music		
Listen with attention to detail and recall sounds with increasing aural memory	Listening	<a href="#">Ballads</a> <a href="#">Creating compositions in response to animation</a> <a href="#">Developing singing technique and keeping in time</a> <a href="#">Pentatonic melodies and composition</a> <a href="#">Jazz</a> <a href="#">Traditional instruments and improvisation</a>	<a href="#">Body and tuned percussion</a> <a href="#">Rock and roll</a> <a href="#">Changes in pitch, dynamics and tempo</a> <a href="#">Haiku, music and performance</a> <a href="#">Samba and carnival sounds and instruments</a> <a href="#">Adapting and transposing motifs</a>
	Inter-related dimensions of music		
Use and understand staff and other musical notations	Performing	<a href="#">Developing singing technique and keeping in time</a> <a href="#">Pentatonic melodies and composition</a> <a href="#">Jazz</a> <a href="#">Traditional instruments and improvisation</a>	<a href="#">Rock and roll</a> <a href="#">Changes in pitch, dynamics and tempo</a> <a href="#">Adapting and transposing motifs</a>
	Composing		
	Inter-related dimensions of music		

# Lower Key Stage 2



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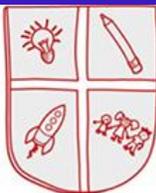
INTENT

**Kapow**  
Primary

*National Curriculum by Kapow Primary's themes and units*

Key stage 2 - National Curriculum computing subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 3	Year 4
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listening	<a href="#">Ballads</a> <a href="#">Creating compositions in response to animation</a> <a href="#">Developing singing technique and keeping in time</a> <a href="#">Pentatonic melodies and composition</a> <a href="#">Jazz</a> <a href="#">Traditional instruments and improvisation</a>	<a href="#">Body and tuned percussion</a> <a href="#">Rock and roll</a> <a href="#">Changes in pitch, dynamics and tempo</a> <a href="#">Haiku, music and performance</a> <a href="#">Samba and carnival sounds and instruments</a> <a href="#">Adapting and transposing motifs</a>
	The history of music		
Develop an understanding of the history of music	Inter-related dimensions of music	<a href="#">Creating compositions in response to animation</a> <a href="#">Jazz</a> <a href="#">Traditional instruments and improvisation</a>	<a href="#">Rock and roll</a> <a href="#">Samba and carnival sounds and instruments</a>
	The history of music		
	Inter-related dimensions of music		

# Year 3



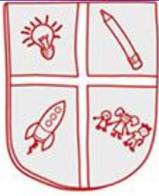
**Barrow CEVC  
Primary School**

Inspire, Create, Discover, Together

INTENT

Year 3	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Ballads</b> (5 lessons) <a href="#">Go to unit</a>	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Performing Listening Composing Inter-related dimensions of music	<b>Performing</b> a ballad as a class. <b>Recognising</b> the features of a ballad. <b>Writing</b> lyrics for a ballad.	English
<b>Creating compositions in response to an animation: Mountains</b> (5 lessons) <a href="#">Go to unit</a>	Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout.	Performing Listening Composing The history of music Inter-related dimensions of music	<b>Performing</b> a soundscape accurately, fluently and expressively. <b>Recognising</b> and explaining the changes within a piece of music using musical vocabulary. <b>Telling</b> a story through layers of melody and rhythm. <b>Appreciating</b> classical music and unpick its narrative.	Geography
<b>Developing singing techniques and keeping in time: The Vikings</b> (5 lessons) <a href="#">Go to unit</a>	Developing singing skills in this History-themed topic and learning to recognise staff notation.	Performing Listening Composing Inter-related dimensions of music	<b>Singing</b> songs with accuracy and control, with developing vocal technique. <b>Discussing</b> the features of battle songs using musical vocabulary. <b>Creating</b> a battle song with voices and untuned percussion.	History

# Year 3



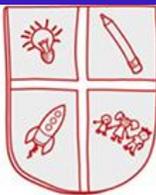
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Primary School**

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INTEGRATION

Year 3	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Pentatonic melodies and composition: Chinese New Year</b>  (5 lessons)  <a href="#">Go to unit</a>	Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Playing</b> a pentatonic melody from letter notation. <b>Maintaining</b> a part of during a group performance. <b>Discussing</b> the features of Chinese music using musical vocabulary. <b>Combining</b> three pentatonic melodies with untuned percussion to create a group composition.	Geography
<b>Jazz</b>  (5 lessons)  <a href="#">Go to unit</a>	Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.	Performing  Listening  Composing  The history of music  Inter-related dimensions of music	<b>Playing</b> their composition accurately in time with their group. <b>Identifying</b> the difference between regular rhythms and swung rhythms. <b>Composing</b> a swing version of a nursery rhyme. <b>Learning</b> different types of jazz, understanding how the genre evolved over time.	History
<b>Traditional instruments and improvisation: Around the world: India</b>  (5 lessons)  <a href="#">Go to unit</a>	Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.	Performing  Listening  Composing  The history of music  Inter-related dimensions of music	<b>Performing</b> a traditional Indian song with voices and instruments from staff notation. <b>Recognising</b> the stylistic features of Indian classical music . <b>Creating</b> an Indian-inspired composition using drone, rag and tal. <b>Consider</b> how music developed differently in other parts of the world.	Geography

# Year 4



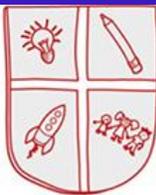
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INTEGRATION

Year 4	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Body and tuned percussion: Rainforests</b>  (5 lessons)  <a href="#">Go to unit</a>	Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Accurately</b> performing a composition as part of a group. <b>Identifying</b> scaled dynamics (crescendo / decrescendo) within a piece of music. <b>Creating</b> body percussion rhythms. <b>Creating</b> a melody loop on tuned percussion.	Geography
<b>Rock and roll</b>  (5 lessons)  <a href="#">Go to unit</a>	Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music.	Performing  Listening  The history of music  Inter-related dimensions of music	<b>Performing</b> a walking bass line. <b>Singing</b> in time and in tune. <b>Recognising</b> the features of rock and roll music. <b>Identifying</b> the links between this and other genres of music.	PE (dance)
<b>Changes in pitch, dynamics and tempo: Rivers</b>  (5 lessons)  <a href="#">Go to unit</a>	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.	Performing  Listening  Composing  Inter-related dimensions of music	<b>Singing</b> in two parts with expression and dynamics. <b>Performing</b> a vocal ostinato as part of a layered ensemble. <b>Using</b> musical vocabulary to describe the detailed features of a piece of music. <b>Suggesting</b> improvements to their own and others work. <b>Creating</b> a rhythmic ostinato.	Geography

# Year 4



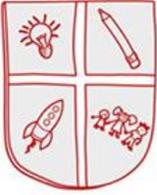
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INTENT

Year 4	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p>Haiku, music and performance: Hanami</p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p><b>Exploring</b> timbre using their voices expressively.</p> <p><b>Recognising</b>, naming and explaining the function of the interrelated dimensions of music.</p> <p><b>Creating</b> and performing a group composition within a given structure using both melodic and rhythmic instruments.</p>	English
<p>Samba &amp; carnival sounds and instruments: South America</p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p><b>Playing</b> syncopated rhythms with accuracy, control and fluency.</p> <p><b>Recognising</b> the stylistic features of samba music.</p> <p><b>Composing</b> a rhythmic break.</p> <p><b>Learning</b> about the origin of samba music.</p>	Geography
<p>Adapting and transposing motifs: Romans</p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p><b>Playing</b> melody parts on tuned instruments with accuracy and control, with developing vocal technique.</p> <p><b>Recognising</b> the use and development of motifs in music.</p> <p><b>Creating</b> a motif-based composition and notating this using roman mosaic artwork.</p>	History

# Upper Key Stage 2



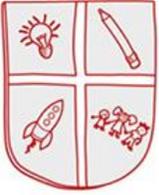
Barrow CEVC  
Primary School

Inspire, Create, Discover, Together

INTENT

 National Curriculum by Kapow Primary's themes and units			
Key stage 2 - National Curriculum computing subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 5	Year 6
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Performing	<a href="#">Composition notation</a> <a href="#">Blues</a> <a href="#">South and West Africa</a> <a href="#">Composition to represent the festival of colour</a> <a href="#">Looping and remixing</a> <a href="#">Musical theatre</a>	<a href="#">Advanced rhythms</a> <a href="#">Dynamics, pitch and texture</a> <a href="#">Songs of World War 2</a> <a href="#">Film music</a> <a href="#">Theme and variations</a> <a href="#">Composing and performing a leavers' song</a>
	Inter-related dimensions of music		
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Composing	<a href="#">Composition notation</a> <a href="#">Blues</a> <a href="#">South and West Africa</a> <a href="#">Composition to represent the festival of colour</a> <a href="#">Looping and remixing</a> <a href="#">Musical theatre</a>	<a href="#">Advanced rhythms</a> <a href="#">Dynamics, pitch and texture</a> <a href="#">Film music</a> <a href="#">Theme and variations</a> <a href="#">Composing and performing a leavers' song</a>
	Inter-related dimensions of music		
Listen with attention to detail and recall sounds with increasing aural memory	Listening	<a href="#">Composition notation</a> <a href="#">Blues</a> <a href="#">South and West Africa</a> <a href="#">Composition to represent the festival of colour</a> <a href="#">Looping and remixing</a> <a href="#">Musical theatre</a>	<a href="#">Advanced rhythms</a> <a href="#">Songs of World War 2</a> <a href="#">Film music</a> <a href="#">Theme and variations</a> <a href="#">Composing and performing a leavers' song</a>
	Inter-related dimensions of music		
Use and understand staff and other musical notations	Performing	<a href="#">Composition notation</a> <a href="#">Blues</a> <a href="#">South and West Africa</a> <a href="#">Looping and remixing</a>	<a href="#">Advanced rhythms</a> <a href="#">Songs of World War 2</a> <a href="#">Film music</a> <a href="#">Theme and variations</a>
	Composing		
	Inter-related dimensions of music		

# Upper Key Stage 2



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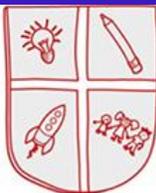
INTENT

**Kapow**  
Primary

*National Curriculum by Kapow Primary's themes and units*

Key stage 2 - National Curriculum computing subject content: You may observe that a child:	Kapow Primary's music strands	Kapow Primary's units	
		Year 5	Year 6
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listening	<a href="#">Composition notation</a> <a href="#">Blues</a> <a href="#">South and West Africa</a> <a href="#">Composition to represent the festival of colour</a> <a href="#">Looping and remixing</a> <a href="#">Musical theatre</a>	<a href="#">Advanced rhythms</a> <a href="#">Dynamics, pitch and texture</a> <a href="#">Songs of World War 2</a> <a href="#">Film music</a> <a href="#">Theme and variations</a> <a href="#">Composing and performing a leavers' song</a>
	The history of music		
Develop an understanding of the history of music	Inter-related dimensions of music	<a href="#">Blues</a> <a href="#">South and West Africa</a> <a href="#">Musical theatre</a>	<a href="#">Advanced rhythms</a> <a href="#">Songs of World War 2</a> <a href="#">Theme and variations</a>
	The history of music		

# Year 5



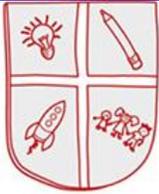
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INTEGRATION

Year 5	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Composing notation: Egyptians</b> (5 lessons) <a href="#">Go to unit</a>	Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.	Performing Listening Composing Inter-related dimensions of music	<b>Performing</b> accurately from graphic notation using voices and instruments. <b>Identifying</b> how the key features of music are written down, by following a score whilst listening. <b>Creating</b> a sound story using voices and instruments, and notate it using hieroglyphs.	History
<b>Blues</b> (5 lessons) <a href="#">Go to unit</a>	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.	Performing Listening Composing The history of music Inter-related dimensions of music	<b>Performing</b> the blues scale on a tuned percussion. <b>Hearing</b> when songs play the 12 bar blues. <b>Improvising</b> a blues performance. <b>Understanding</b> how this genre of music came to be.	History
<b>South and West Africa</b> (5 lessons) <a href="#">Go to unit</a>	Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).	Performing Listening Composing The history of music Inter-related dimensions of music	<b>Singing</b> a traditional African song unaccompanied. <b>Playing</b> a chord progression on tuned percussion. <b>Recognising</b> the stylistic features of south and west African music. <b>Composing</b> an eight beat rhythmic break. <b>Learning</b> how music evolved in different traditions.	Geography

# Year 5



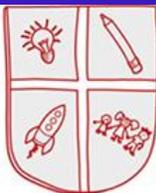
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Primary School**

Inspire, Create, Discover, Together

INTEGRATION

Year 5	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p><b>Composition to represent the festival of colour: Holi</b></p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p><b>Participating</b> in a class performance.  <b>Representing</b> a known piece of music using a graphic score.  <b>Creating</b> vocal compositions based on a picture and a colour.</p>	RE
<p><b>Looping and remixing: Dance music</b></p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well known song before putting a dance music spin to it.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p><b>Playing</b> their own composition in time with a backing rhythm.  <b>Hearing</b> loops or sections of music within remixes.  <b>Creating</b> their own remix using fragments of a known song.</p>	Computing
<p><b>Musical theatre</b></p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p><b>Participating</b> in a group performance to tell a story.  <b>Performing</b> a vocal ostinato as part of a layered ensemble.  <b>Identify</b> the features of songs from musical theatre.  <b>Composing</b> an original piece or using familiar songs to tell a story.  <b>Understanding</b> what musical theatre looked and sounded like across decades.</p>	English PE

# Year 6



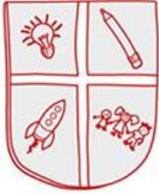
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INVENT

Year 6	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<p><b>Advanced rhythms</b></p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop a sense of pulse before composing and notating a piece of their own.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p><b>Performing</b> a rhythmic canon as a class by clapping.</p> <p><b>Performing</b> a composition by following their own notation.</p> <p><b>Notating</b> a song by listening to the pulse.</p> <p><b>Identifying</b> the difference between pulse and rhythm.</p> <p><b>Constructively</b> critique compositions, using musical vocabulary.</p> <p><b>Improvising</b> and composing rhythms using the Kodaly Method.</p> <p><b>Using</b> knowledge of rhythm to compose a simple rhythm.</p> <p><b>Learning</b> about different method for teaching music</p>	<p>Maths</p>
<p><b>Dynamics, pitch and texture: Coast - Fingal's Cave by Mendelssohn</b></p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Inspired by Fingal's Cave by Mendelssohn, children represent the waves through music, using dynamics, texture and pitch to create a group composition.</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p><b>Following</b> a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch.</p> <p><b>Appraising</b> the work of a classical composer.</p> <p><b>Characterising</b> music using language.</p> <p><b>Notating</b> ideas to create a wave composition using dynamics, pitch and texture.</p>	<p>Geography English</p>
<p><b>Songs of World War 2</b></p> <p>(5 lessons)</p> <p><a href="#">Go to unit</a></p>	<p>Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.</p>	<p>Performing</p> <p>Listening</p> <p>The history of music</p> <p>Inter-related dimensions of music</p>	<p><b>Singing</b> a war-time favourite with expression and dynamics.</p> <p><b>Improving</b> accuracy in pitch using the Solfa Scale.</p> <p><b>Singing</b> different parts to create a harmony. Performing a melody from a notated score.</p> <p><b>Recognising</b> the stylistic features of the music of WW2.</p> <p><b>Identifying</b> pitch changes in music.</p> <p><b>Understanding</b> what war-time music sounded like in WW1 and WW2.</p>	<p>History</p>

# Year 6



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**INTEGRATION**

Year 6	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
<b>Film music</b> (5 lessons) <a href="#">Go to unit</a>	Exploring and appraising film music. Using graphic scores to interpret film music before composing a soundtrack play alongside film clips.	Performing Listening Composing Inter-related dimensions of music	<b>Performing</b> a soundtrack to a film scene as a group. <b>Discussing</b> the features of film music. <b>Identifying</b> different instruments and composing techniques. <b>Interpreting</b> emotions in film music using graphic scores. <b>Creating</b> and notating a composition which uses sounds to represent a given theme.	English Drama PSHE
<b>Theme and Variations: Pop Art</b> (5 lessons) <a href="#">Go to unit</a>	Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.	Performing Listening Composing The history of music Inter-related dimensions of music	<b>Keeping</b> the pulse when performing a rhythm. <b>Performing</b> rhythms using the Kodaly method. <b>Identifying</b> the sounds of different instruments. <b>Recalling</b> sounds with increasing aural memory. <b>Relating</b> music to art. <b>Composing</b> a rhythmic theme and present it as different variations. <b>Developing</b> an understanding of how the orchestra is put together.	Art English- Poetry
<b>Composing and performing a leavers' song</b> (5 lessons) <a href="#">Go to unit</a>	Listening to and critiquing songs reflective of new beginnings. Creating their own leavers' song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies.	Performing Listening Composing Inter-related dimensions of music	<b>Improvising</b> over and singing known melodies to a 4-chord backing track. <b>Singing</b> in an ensemble with 2 or more independent parts. <b>Performing</b> a song as a class with accuracy, fluency, control and expression. <b>Identifying</b> the way that the features of a song can complement one another to create a coherent overall effect. <b>Using</b> musical vocabulary correctly when describing the features of a piece of music. <b>Writing</b> song lyrics within a given structure. <b>Composing</b> a melody within a given structure.	English