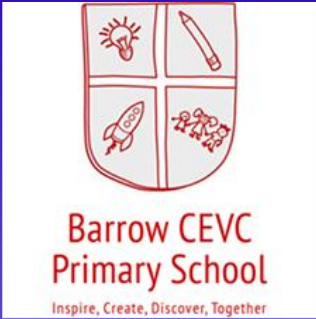


**Barrow CEVC
Primary School**

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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 terms and knowledge are revisited and interwoven throughout units in each group enabling pupils to build upon and embed their understanding through spaced practice retrieval.

INTENT



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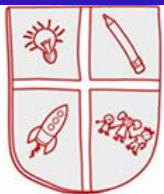
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At Barrow Primary School, we use the Kapow Scheme from Reception to Year 6 which provides an integrated, practical, exploratory and child-led approach to musical learning. The scheme explores the interrelated dimensions of music across each unit to 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.



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MUSIC – OVERVIEW OF INTENT

Year Group	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
EYFS	Exploring Sound	Celebration Music	Musical Stories	Transport	Music and Movement	Big Band
Year 1	Musical Vocabulary (Under the sea)	Christmas rehearsal singing for play (learning and performing)	Snail and Mouse (Tempo)	Timbre and rhythmic patterns	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
Year 2	African Call & Response song	Orchestral Instruments	Musical Me	Dynamics, timbre, tempo and motifs	British Songs and sounds	Myths and legends
Year 3	Ballads	Creating compositions in response to an animations (Theme: Mountains)	Developing singing techniques (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion	Rock and Roll	Adapting and transposing motifs	Changes in pitch, tempo and dynamics	Haiku, music and performance	Samba and carnival sounds and instruments
Year 5	Messy Messiah	Christmas Carol concert practice	Musical Theatre	Staff Notation	Looping and Remixing	Composition to represent the festival of colour (theme; holi festival)
Year 6	War Songs – vocal pitch and melody	Christmas Rehearsals – Carol Concert	Film Music	Advanced Rhythms	Dynamics, Pitch and Texture	Composing a leavers song

INTENT

EYFS

These are parts relevant to music curriculum – for full planning click [this link here to drive](#).

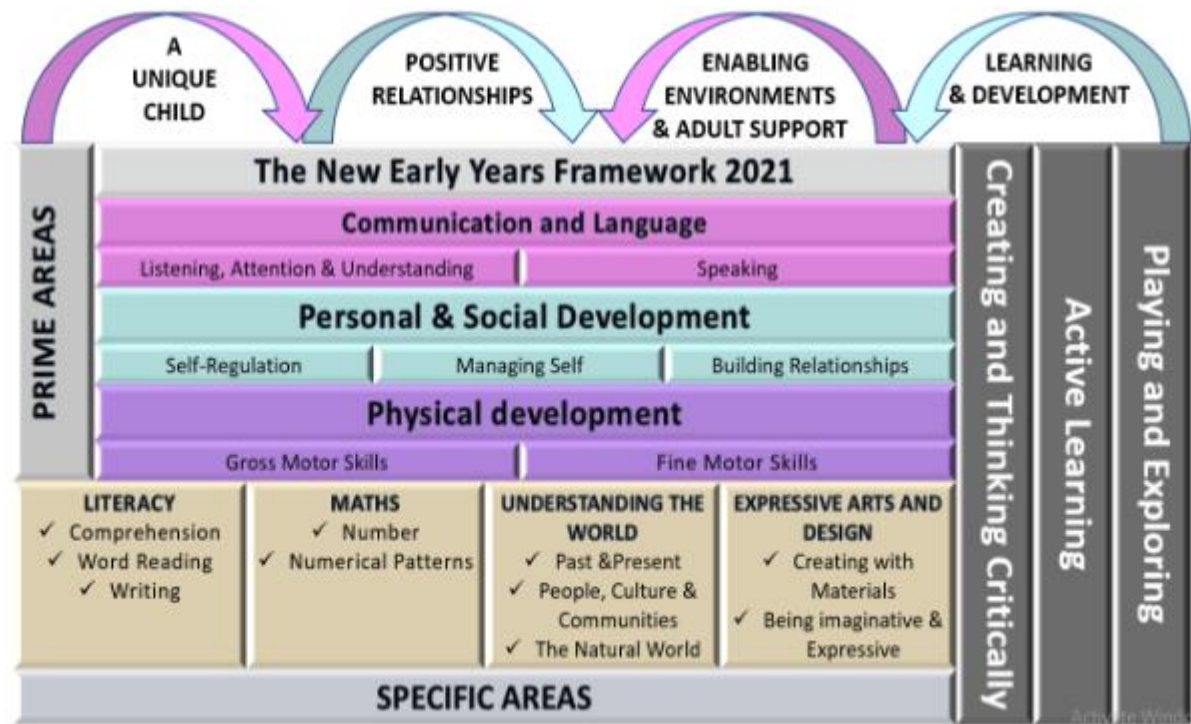


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RECEPTION LONG TERM PLAN 23-24



INTENT

EYFS



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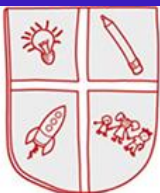


RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES NB: These themes may be adapted at various points to allow for children's interests	MARVELOUS ME, MY FRIENDS AND FAMILY Starting school / my new class / New Beginnings People who help us / My family / PSED focus /relationships/feelings What am I good at?	FUN, FOOD AND CELEBRATIONS! Little Red Hen – Farms and Harvest Bonfire night celebrations Diwali The Nativity Celebrations Around the World	WE LOVE STORIES! Traditional Tales, Fairy Tales and favourite stories	ARE WE THERE YET? Journeys and transport Where in the world shall we go? Looking at Globes and maps London Where do we live in the UK / world?	MINIBEAST MADNESS What lives in our <u>wild life</u> area? Life cycles	UNDER THE SEA Marine life Seasides in the past Compare: Now and then! Caring for our Oceans
HIGH QUALITY TEXTS	Colour Monster Incredible You Family and Me! Have you filled a bucket today? Things I Like What Makes Me A Me. Let's Make Faces The Invisible Bear Shaped The Squirrels Who Squabbled The Dot	Kipper's Birthday The Little Red Hen Rosie's Walk Handa's Surprise Stick Man The Christmas Story What the Ladybird Heard Shu Lins Grandpa Celebrations Around the World Pumpkin Soup Little Red Hen	Guess how much I love you? Jack and the Beanstalk Jasper's Beanstalk The Three Little Pigs Gingerbread Man Goldilocks and The Three Bears You Choose – Fairy Tales Each Peach, Pear, Plum Guess How Much I Love You Little People Big Dreams – Hans Christian Anderson	What the Ladybird Heard on Holiday The Naughty Bus Look Up! Train Ride The Journey Whatever Next William Bees – Things That Go Martha Maps it Out Little People Big Dreams – Amelia Earhart Dig, Dig, Digging	The Very Hungry Caterpillar Snail and the Whale Spinderella Super worm Mini Beast Madness The Bee Book Winnie the Pooh Helps the Bees Tad Anansi and the Golden Pot	Commotion in the Ocean Somebody Swallowed Stanley Sharing a Shell At the Beach Welcome to a Rock pool Sally and the Limpet My Friend Whale Dear Greenpeace The Pirates Next Door Clean Up!
'Wow' MOMENTS / ENRICHMENT	Buddy Time Introduce Ping the Panda Chatter Boxes All About Me Posters Walk to the Park Visit from a mother and baby Dentist Visit	Bonfire in the wildlife area Firefighter visit Making bread Remembrance day Nursery Rhyme Week (13 th - 17 th Nov) Food tasting – different cultures	Valentines day Chinese New Year National Storytelling week 30 th Jan-6 th Feb Visit to Bury library & theatre trip <u>Disneyland Café</u>	Village Walk Mother's Day Write to grandparents World Book Day 7 th March Easter egg hunt	Caterpillars/butterflies hatching Minibeast Hunt Wildlife area South Angle Farm Visit Police Visit (PSHE)	World Ocean Day 8 th June Father's Day Dress up as a Pirate Day Felixstowe beach Trip End of year family picnic Sports Day Careers Week

MENT

EYFS



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RECEPTION LONG TERM PLAN 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME, MY FRIENDS AND FAMILY	FUN, FOOD AND CELEBRATIONS!	WE LOVE STORIES!	ARE WE THERE YET?	MINEBEAST MADNESS!	UNDER THE SEA!
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, talking snack time, News time, PSHE times, stories, singing, speech and language interventions (Welcom)</p> <p>DAILY STORY TIME USING HIGH QUALITY TEXTS (FROM THE EYFS BRILLIANT READS LIST/DIVERSITY TEXTS/CUSP LITERACY SPINE)</p>	<p>Welcome to EYFS Develop vocabulary: Word aware Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Talk about family routines. Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Answering "What?" questions</p>	<p>Tell me a story! Develop vocabulary: Word aware Welcom Intervention <u>Tell me a story</u> - retelling stories: talk for writing strategies. Story language Listening and responding to stories. Joining in with rhymes and songs. Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Rhyme of the Week</p>	<p>Tell me why! Develop vocabulary: Word aware Welcom Intervention <u>Using language well</u> Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. Describe events (Chinese New Year, New Time) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Ping the Panda Diary – Describe your time with Ping. Asking how and why questions? Rhyme of the Week</p>	<p>Explain to me! Develop vocabulary: Word aware Welcom Intervention <u>Reciting poems and songs</u> Learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle Listen to and engage in and talk about selected non-fiction Articulate ideas and thoughts into well-formed sentences Ask questions to find out more Ping the Panda Diary – asking questions</p>	<p>Can you recount an event? Develop vocabulary: Word aware Welcom Intervention <u>Learn and recite, poems and songs: Rhyme of the week</u> Listen to, engage in and talk about non-fiction Describe events in some detail: farm trip, butterfly life cycle Ping the Panda Diary – tell us what happened when Ping came to stay with you.</p>	<p>Tell me about differences? Develop vocabulary: Word aware. Welcom Intervention Learn and recite, poems and songs: Rhyme of the week Talk about similarities and differences between things in the past and now (seasides) Talk about the experiences I have had at different points in the school year Ping the Panda Diary – compare and contrast common themes/experiences</p>

MENTAL

EYFS



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RECEPTION LONG TERM PLAN 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELLOUS ME AND MY FRIENDS & FAMILY	FUN, FOOD AND CELEBRATIONS!	WE LOVE STORIES!	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Exploring Sound (Kapow)</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p> <p>Join in with familiar songs and rhymes.</p> <p>Tapping out of simple rhythms.</p> <p>Performing Introducing the outside stage</p> <p>Handling and Naming percussion instruments</p> <p>Naming colours</p> <p>Begin to mix colours – Introducing Painting Bench using poster paint</p> <p>Draw a self portrait (enclosing lines): draw definite features</p> <p>Paul Klee: produce a piece of artwork using an artists style as a stimulus shape people Talk about a famous artist.</p> <p>Transient art – faces – children use iPad to capture their creations.</p> <p>Introduce Creation Station – using glue sticks</p> <p>Build models small and large scale using construction equipment. (indoor and outdoor)</p> <p>Making play doh</p> <p>Domestic Role play</p>	<p>Celebration Music (Kapow)</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p> <p>Using chalk and pastels – firework creations .</p> <p>Transient Art – firework and poppies</p> <p>Christmas decorations</p> <p>Christmas cards</p> <p>Making a stick man using natural objects</p> <p>Mod rock Christmas Puddings</p> <p>Draw a self portrait (enclosing lines): draw definite features</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Making bread</p> <p>Performing Christmas Play</p> <p>Role Play The nativity Story</p>	<p>Musical Stories (Kapow)</p> <p>Music and instruments can be used to convey moods or represent characters.</p> <p>Explore how colour can be changed – introduce water colours</p> <p>Making lanterns, Chinese writing, puppet making,</p> <p>Recognise, create and describe pattern</p> <p>Draw a self portrait (enclosing lines): draw definite features</p> <p>Collage Henri Rousseau: produce a piece of artwork using an artists style as a stimulus Tiger</p> <p>Clay Gingerbread people</p> <p>Making puppets of story characters</p> <p>Use various construction materials: designing and making a house for the three pigs.</p> <p>Use story maps, props, puppets & story bags to encourage children to retell, invent and adapt stories</p>	<p>Transport (Kapow)</p> <p>Children explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamic when playing instruments.</p> <p>Make different textures – puffy paint globes</p> <p>Printing - using cars, wheels</p> <p>make patterns using different colours</p> <p>Mother's Day crafts</p> <p>Creating patterns - Easter eggs</p> <p>Draw a self portrait (enclosing lines): draw definite features</p> <p>Create collaboratively: Easter Gardens</p> <p>Junk modelling vehicles and buildings, & landmarks.</p>	<p>Music and Movement (Kapow)</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p> <p>Water colour painting minibeasts.</p> <p>Wool winding minibeasts</p> <p>Creating collaboratively: caterpillars and butterflies</p> <p>Printing patterns - butterflies</p> <p>Using clay to make worms</p> <p>Weaving spider webs</p> <p>Draw a self portrait (enclosing lines): draw definite features</p>	<p>Big Band (Kapow)</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p> <p>Using chalks & pastels to create whale pictures.</p> <p>Water colour Rock Pool art</p> <p>Draw a self portrait (enclosing lines): draw definite features</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Designing and making kites</p>

MENT

EYFS



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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"> • 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	Communication and Language		<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		• Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • 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.

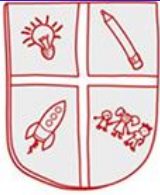
EYFS into KS1



INTENT

ELG 17 Being Imaginative and Expressive	How this is achieved in EYFS	Music in Key Stage 1
<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music 	<ul style="list-style-type: none"> • Singing a wide variety of songs linked to books, themes and interests • Performing on our outdoor stage • Nursery rhyme week • Making and using musical instruments • Singing and performing to our friends • Nativity Play – Singing, dancing and performing • Call and response songs • Action songs • Play movement and listening games, using different sounds for different movements • Games and activities exploring untuned percussion instruments • Naming percussion instruments • Tapping rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. • Listening to a wide variety of musical styles and watching performances on the IWB 	<ul style="list-style-type: none"> • 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 inter-related dimensions of music.


Key Stage 1



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INTEGRATION

 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	Pulse and rhythm Classical music, dynamics and tempo Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me African call and response song On this island: British songs and sounds
	Inter-related dimensions of music		
Play tuned and untuned instruments musically	Performing	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		
Listen with concentration and understanding to a range of high-quality live and recorded music	Listening	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		
Experiment with, create, select and combine sounds using the inter-related dimensions of music	Composing	Pulse and rhythm Classical music, dynamics and tempo Musical vocabulary Timbre and rhythmic pattern Pitch and tempo Vocal and body sounds	Musical me Orchestral instruments African call and response song On this island: British songs and sounds Myths and legends Dynamics, timbre, tempo and motifs
	Inter-related dimensions of music		

Year 1



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Year 1	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Pulse and rhythm: All about me (5 lessons) Go to unit	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	Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Understanding the difference between pulse and rhythm. Improvising vocally within a given structure.	PSHE
Classical music, dynamics and tempo: Animals (5 lessons) Go to unit	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	Singing short songs from memory, adding simple dynamics. Playing instruments expressively. Responding expressively to music using your body. Creating and selecting appropriate sounds to tell a story.	PE (Dance)
Musical Vocabulary: Under the sea (5 lessons) Go to unit	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	Responding to the pulse and tempo of the music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth Layering instrumental sounds in response to an image Using 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:
Timbre and rhythmic patterns: Fairy tales (5 lessons) Go to unit	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	Performing short chants from memory, with expression. Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood.	English
Pitch and tempo: Superheroes (5 lessons) Go to unit	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	Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Listening Experimenting with tempo and pitch using tuned and untuned instruments.	
Vocal and body sounds: By the sea (5 lessons) Go to unit	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	Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.	Geography

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:
African call and response song: Animals (5 lessons) Go to unit	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	Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Listening Creating short sequences of sound on a given idea.	
Orchestral instruments: Traditional stories (5 lessons) Go to unit	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	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character.	English
Musical me: Singing and playing a song (5 lessons) Go to unit	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	Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Listening Choosing appropriate dynamics and timbre for a piece of music.	

Year 2



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Year 2	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Dynamics, timbre, tempo and motifs: Space (5 lessons) Go to unit	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	Performing a melodic motif musically. Listening for and recognising instrumentation. Creating a melodic motif from a set of five notes.	Science
On this island: British songs and sounds (5 lessons) Go to unit	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	Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.	Geography
Myths and legends (5 lessons) Go to unit	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	Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.	English

Lower 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 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	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	Inter-related dimensions of music		
Improvise and compose music for a range of purposes using the inter-related dimensions of music	Composing	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	Inter-related dimensions of music		
Listen with attention to detail and recall sounds with increasing aural memory	Listening	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	Inter-related dimensions of music		
Use and understand staff and other musical notations	Performing	Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Rock and roll Changes in pitch, dynamics and tempo Adapting and transposing motifs
	Composing		
	Inter-related dimensions of music		

Lower Key Stage 2



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

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	Ballads Creating compositions in response to animation Developing singing technique and keeping in time Pentatonic melodies and composition Jazz Traditional instruments and improvisation	Body and tuned percussion Rock and roll Changes in pitch, dynamics and tempo Haiku, music and performance Samba and carnival sounds and instruments Adapting and transposing motifs
	The history of music		
Develop an understanding of the history of music	Inter-related dimensions of music	Creating compositions in response to animation Jazz Traditional instruments and improvisation	Rock and roll Samba and carnival sounds and instruments
	The history of music		
	Inter-related dimensions of music		

Year 3



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

INTEGRATION

Year 3	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Ballads (5 lessons) Go to unit	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	Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad.	English
Creating compositions in response to an animation: Mountains (5 lessons) Go to unit	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	Performing a soundscape accurately, fluently and expressively. Recognising and explaining the changes within a piece of music using musical vocabulary. Telling a story through layers of melody and rhythm. Appreciating classical music and unpick its narrative.	Geography
Developing singing techniques and keeping in time: The Vikings (5 lessons) Go to unit	Developing singing skills in this History-themed topic and learning to recognise staff notation.	Performing Listening Composing Inter-related dimensions of music	Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion.	History

Year 3



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

INTEGRATION

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

Year 4



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

INTEGRATION

Year 4	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Body and tuned percussion: Rainforests (5 lessons) Go to unit	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	Accurately performing a composition as part of a group. Identifying scaled dynamics (<i>crescendo</i> / <i>decrescendo</i>) within a piece of music. Creating body percussion rhythms. Creating a melody loop on tuned percussion.	Geography
Rock and roll (5 lessons) Go to unit	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	Performing a walking bass line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music.	PE (dance)
Changes in pitch, dynamics and tempo: Rivers (5 lessons) Go to unit	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	Singing in two parts with expression and dynamics. Performing a vocal ostinato as part of a layered ensemble. Using musical vocabulary to describe the detailed features of a piece of music. Suggesting improvements to their own and others work. Creating a rhythmic ostinato.	Geography

Year 4



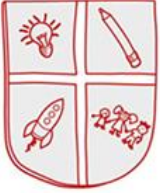
**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

INTEGRATION

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>Go to unit</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>Exploring timbre using their voices expressively. Recognising, naming and explaining the function of the interrelated dimensions of music. Creating and performing a group composition within a given structure using both melodic and rhythmic instruments.</p>	English
<p>Samba & carnival sounds and instruments: South America</p> <p>(5 lessons)</p> <p>Go to unit</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>Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music.</p>	Geography
<p>Adapting and transposing motifs: Romans</p> <p>(5 lessons)</p> <p>Go to unit</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>Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music. Creating 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

 <i>National Curriculum by Kapow Primary's themes and units</i>			
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	<p>Performing</p> <p>Inter-related dimensions of music</p>	<p>Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre</p>	<p>Advanced rhythms Dynamics, pitch and texture Songs of World War 2 Film music Theme and variations Composing and performing a leavers' song</p>
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre</p>	<p>Advanced rhythms Dynamics, pitch and texture Film music Theme and variations Composing and performing a leavers' song</p>
Listen with attention to detail and recall sounds with increasing aural memory	<p>Listening</p> <p>Inter-related dimensions of music</p>	<p>Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre</p>	<p>Advanced rhythms Songs of World War 2 Film music Theme and variations Composing and performing a leavers' song</p>
Use and understand staff and other musical notations	<p>Performing</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Composition notation Blues South and West Africa Looping and remixing</p>	<p>Advanced rhythms Songs of World War 2 Film music Theme and variations</p>

Upper Key Stage 2



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

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	Composition notation Blues South and West Africa Composition to represent the festival of colour Looping and remixing Musical theatre	Advanced rhythms Dynamics, pitch and texture Songs of World War 2 Film music Theme and variations Composing and performing a leavers' song
	The history of music		
Develop an understanding of the history of music	Inter-related dimensions of music	Blues South and West Africa Musical theatre	Advanced rhythms Songs of World War 2 Theme and variations
	The history of music		

Year 5



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

MUSIC

Year 5	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Composing notation: Egyptians (5 lessons) Go to unit	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	Performing accurately from graphic notation using voices and instruments. Identifying how the key features of music are written down, by following a score whilst listening. Creating a sound story using voices and instruments, and notate it using hieroglyphs.	History
Blues (5 lessons) Go to unit	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	Performing the blues scale on a tuned percussion. Hearing when songs play the 12 bar blues. Improvising a blues performance. Understanding how this genre of music came to be.	History
South and West Africa (5 lessons) Go to unit	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	Singing a traditional African song unaccompanied. Playing a chord progression on tuned percussion. Recognising the stylistic features of south and west African music. Composing an eight beat rhythmic break. Learning how music evolved in different traditions.	Geography

Year 5



**Barrow CEVC
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>Composition to represent the festival of colour: Holi</p> <p>(5 lessons)</p> <p>Go to unit</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>Participating in a class performance. Representing a known piece of music using a graphic score. Creating vocal compositions based on a picture and a colour.</p>	RE
<p>Looping and remixing: Dance music</p> <p>(5 lessons)</p> <p>Go to unit</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>Playing their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes. Creating their own remix using fragments of a known song.</p>	Computing
<p>Musical theatre</p> <p>(5 lessons)</p> <p>Go to unit</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>Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.</p>	English PE

Year 6



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

INVENT

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

Year 6



**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

INTEGRATION

Year 6	Unit description Pupils will be...	Curriculum coverage The key strands are:	In this unit, the pupils will be...	Cross-curricular:
Film music (5 lessons) Go to unit	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	Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme.	English Drama PSHE
Theme and Variations: Pop Art (5 lessons) Go to unit	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	Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together.	Art English- Poetry
Composing and performing a leavers' song (5 lessons) Go to unit	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	Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.	English