



*'With Love and Faith, We Achieve Together,
For We Are Nothing Without Christ'*



Nihil Sine Christo

Music Curriculum Overview

2025 - 2026

Psalm 98:4

Make a joyful noise to the Lord all the Earth: break forth into joyous song and sing praises.

Intent

Music is a universal language that embodies one of the highest forms of creativity. Our high-quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose and to listen with discrimination to a wide range of music.

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- ✓ Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- ✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Implementation

In Key Stage 1, pupils should be taught to:

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, tempo, timbre, texture, structure and appropriate musical notations. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of music excellence.

Key Stage 2, pupils should be taught to:

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence.

At St Anne's and St Joseph's we use resources from Kapow. Kapow's scheme takes a holistic approach to music in which our 'golden threads' are woven together to create engaging and enriching learning experiences; the inter related dimensions of music are woven into every unit. We have selected to use the condensed curriculum due to the curriculum demands of our RE; and have ensured that all National Curriculum objectives are covered in the units we have chosen. Each five-lesson unit combines our golden threads within a cross curricular topic designed to capture pupil's imaginations and encourage them to explore music enthusiastically. We encourage teachers to use the units where appropriate throughout the school year to make learning relevant for our pupils (for example Year 5 teaching WWI I songs alongside their history topic).

Pupils in some year groups also receive vocal tuition as part their music curriculum for the year, this is delivered by music professionals from the Salford Singing Partnership.

Impact

We will assess the impact of the curriculum by:

- Pupil discussions about their learning
- Live marking through Insight Tracker.
- Photos and videos of pupil performance.
- End of term assessments received from the Salford Singing Tutors.
- Meet the relevant Early Learning Goals at the end of EYFS and the end of key stage expectations, in line with the National Curriculum for KS1 and KS2.

Golden Threads

Listening

Notation

The inter-related
dimensions of music

Creating sound

Improvisation and
composing

Performing

Music in the Early Years Foundation Stage

Our EYFS curriculum is planned and sequenced in line with EYFS Framework expectations and Development Matters.

Music in the EYFS Music is part of the area of learning & development known as Expressive Arts & Design and within this the ELG: Being Imaginative & Expressive. There are four main aspects to musical learning and development - hearing & listening, vocalising & singing, moving & dancing & exploring & playing. These thread through all areas of learning and development.

Music can be a way of exploring, communicating and responding to experience (C&L/UTW: PPC).

Making music with others can be a social experience e.g. two or more children making music with pots, pans or traditional instruments (PSED/PD).

This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings (C&L/PSED). All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human.

ELGs

Communication and Language

Understand how to listen carefully and why listening is important.

Listen to and talk about stories to build familiarity and understanding.

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Understanding the World

Explore the natural world around them

Expressive Arts and Design

Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.

Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs. –songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.

Music and SEND provision

At St Anne's and St Joseph's, we are committed to delivering a high-quality history education that is inclusive, engaging and accessible for all pupils, including those with Special Educational Needs and Disabilities (SEND). All children complete the same learning objectives and obtain the same knowledge but opportunities to do so are given in a variety of ways:

Adaptive Teaching: The needs of all learners are of teachers' knowledge and learning is adapted to allow pupils to gain the knowledge in each lesson. Assistive technology, adapted tasks and multi-sensory learning is all offered to pupils to ensure there are no barriers to learning.

Language Support: Key vocabulary is explicitly taught and reinforced through repetition, visuals and pre-teaching strategies. Pupils are well-prepared for upcoming learning, whilst regularly revisiting prior knowledge and learning.

Collaboration and Support: Teachers work closely with SEND specialists, teaching assistants and families to ensure that individual needs are met and pupils are supported to achieve their full potential in history.

Inclusive Assessment: Assessment is ongoing and prompt in all Music lessons. Teachers recognise gaps in learning and misconceptions quickly and offer further support, if required. Assessment is used to review learning, influence future planning and teaching and offer additional support to those who need it.

Whole School Music Curriculum 2025

White Rose Maths is used to support the planning and delivery of the Maths curriculum with links and adaptations also made using the NCETM Planning for Mastery resources.

	Autumn – 13 weeks	Spring - 9 weeks and 4 days	Summer - 9 weeks and 4 days
EYFS	Exploring sound (5 lessons) Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment. Celebration music (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Music and movement (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music Musical stories (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters	Transport (5 lessons) Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound. Big band (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
Year 1	Keeping the pulse (my favourite things) Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences. Tempo – (snail and mouse) Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to	Dynamics (Seaside) Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds. Sound patterns Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the	Pitch (superheroes) Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero. Musical symbols (under the sea) Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They

	understand how tempo can shape a musical story,	different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.	engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.
Year 2	Call and response – animals Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication. Instruments – musical storytelling. Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.	Contrasting dynamics – space Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets. Singing – on this island. Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments	Structure – myths and legends Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices. Pitch – musical me. Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.
Year 3 (Second year with the CSP)	Alongside these objectives, children on Year 2 of the programme will go over Year 1 objectives concurrently from the equivalent time in the academic year. This allows for	Half term 3: - CMN 8 - Andante	Half term 5: - CMN 10 - Recap all cat/monkey/nap

	classes with mixed ability/experience levels and embeds initial learning points more strongly. Half term 1: - Recap Cat/monkey/nap so far - Recap all dynamics Half term 2: - Recap pitch resources 1-3 - (Y5 and above) 4/4 time signature - Getting faster (accelerando) and getting slower (rallentando) - CMN 6 and 7	- (Y5 and above) $\frac{3}{4}$ and $\frac{2}{4}$ as time signatures - Allegro - Pitch resource 4 (do-so) Half term 4: - CMN 9 - Pitch resource 5 (do-do') - (for Y6 only) 3 and 4 part rounds - (Y5 and above) Intro to form: ternary form, verse and chorus form, music with multiple sections - Moderato - Dolce	- Recap all pitch resources - Presto/prestissimo - (Y5 and above) Full diatonic scale in different keys - Stave (lines/spaces) and clef Half term 6: - (Y6 only) syncopated rhythms - Consolidation of programme
Year 4 (Second year with the CSP)	Alongside these objectives, children on Year 2 of the programme will go over Year 1 objectives concurrently from the equivalent time in the academic year. This allows for classes with mixed ability/experience levels and embeds initial learning points more strongly. Half term 1: - Recap Cat/monkey/nap so far - Recap all dynamics Half term 2: - Recap pitch resources 1-3 - (Y5 and above) 4/4 time signature - Getting faster (accelerando) and getting slower (rallentando) - CMN 6 and 7	Half term 3: - CMN 8 - Andante - (Y5 and above) $\frac{3}{4}$ and $\frac{2}{4}$ as time signatures - Allegro - Pitch resource 4 (do-so) Half term 4: - CMN 9 - Pitch resource 5 (do-do') - (for Y6 only) 3 and 4 part rounds - (Y5 and above) Intro to form: ternary form, verse and chorus form, music with multiple sections - Moderato - Dolce	Half term 5: - CMN 10 - Recap all cat/monkey/nap - Recap all pitch resources - Presto/prestissimo - (Y5 and above) Full diatonic scale in different keys - Stave (lines/spaces) and clef Half term 6: - (Y6 only) syncopated rhythms - Consolidation of programme

Year 5 (Second year with the CSP)	Alongside these objectives, children on Year 2 of the programme will go over Year 1 objectives concurrently from the equivalent time in the academic year. This allows for classes with mixed ability/experience levels and embeds initial learning points more strongly. Half term 1: - Recap Cat/monkey/nap so far - Recap all dynamics Half term 2: - Recap pitch resources 1-3 - (Y5 and above) 4/4 time signature - Getting faster (accelerando) and getting slower (rallentando) - CMN 6 and 7	Half term 3: - CMN 8 - Andante - (Y5 and above) $\frac{3}{4}$ and $\frac{2}{4}$ as time signatures - Allegro - Pitch resource 4 (do-so) Half term 4: - CMN 9 - Pitch resource 5 (do-do') - (for Y6 only) 3 and 4 part rounds - (Y5 and above) Intro to form: ternary form, verse and chorus form, music with multiple sections - Moderato - Dolce	Half term 5: - CMN 10 - Recap all cat/monkey/nap - Recap all pitch resources - Presto/prestissimo - (Y5 and above) Full diatonic scale in different keys - Stave (lines/spaces) and clef Half term 6: - (Y6 only) syncopated rhythms - Consolidation of programme
Year 6	Dynamics – pitch and tempo(Fingal's cave)Yr6 Appraising the work of Mendelssohn and further developing the skills of improvisation and composition. Composition and notation (Ancient Egypt) Yr5 Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help	Film music Yr6 Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. Theme and variations - Pop art Y6 Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	Baroque Yr6 Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed. Composing a Leaver's song Yr6 Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four

develop their understanding of staff notation.

chord backing track and composing melodies.

Whole School Music Curriculum 2024

In 2024, the whole school followed the units of learning from Kapow. Two classes, Year 4 and the mixed Year 2 /3 class, received vocal tuition from the Salford Singing Partnership, therefore, no Kapow units were completed.

	Autumn – 13 weeks	Spring - 9 weeks and 4 days	Summer - 9 weeks and 4 days
EYFS (These pupils are now moving into Year 1 and will access the Year 1 curriculum.)	Exploring sound (5 lessons) Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment. Celebration music (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Music and movement (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music Musical stories (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters	Transport (5 lessons) Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound. Big band (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
Year 1 / 2 (These pupils are now moving into Year 2 and 3. Year 2 will access the year 2 curriculum and Year 3 will	Keeping the pulse (my favourite things) Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music	Dynamics (Seaside) Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice	Pitch (superheroes) Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches

receive tuition with the CSP)	while thinking about and expressing their favourite objects or experiences. Tempo – (snail and mouse) Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story,	varying dynamics—showing a contrast between loud and soft sounds. Sound patterns Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.	to create a melody that represents their chosen superhero. Musical symbols (under the sea) Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.
Year 2 & 3 (These pupils are now moving into Year 3 and 4 and will access tuition with the CSP)	Salford Singing Partnership Half term 1: Introduction to good singing practise - Pitch match - Matching the shape of a melody (up/down): what's the highest/lowest sound you can make with your voice? Reach high as you sing a high note, and low as you sing a low note. Go from our lowest to highest note without stopping. Play two notes and distinguish between the higher and lower note. - Keeping a steady beat with chants	Salford Singing Partnership Half term 3: Beat and rhythm, more rhythmic notation and dynamics - Cat/monkey/nap (bars and barlines) - Getting louder (crescendo) and getting quieter (diminuendo) - Changing the speed of the beat as the tempo changes: Walk with the music I play. When I stop, clap the beat you were just walking (teaches being ready to stop and start, and predict phrase lengths) - Call and response songs (taking it in turn to be leader): use "Bungalow"	Salford Singing Partnership Half term 5: Singing in parts and rounds, more rhythmic and pitch notation - Pitch resource 2 (mi-so-la) - Cat/monkey/nap 4 - Question phrase vs answer phrase: use "are you listening, yes we are". Then "Kingdom of Heaven" - (Y4 and above) Adding simple harmony - (Y4 and above) Rounds and partner songs - Recap whole mass setting so far

	- Singing in a group and on their own: use "oo la la lay" - Distinguish between speaking, chanting and singing voice - Distinguish between high, middle and low - Loud/quiet (forte/piano) - Sing a range of well-known nursery rhymes and songs with a small range - Introduction to the piano - Introduction to good singing posture and the importance of good breathing Half term 2: Introduction to rhythmic notation, dynamics and tempo - Introduction to cat/monkey/nap - Move in time with the music – Dance to my music and follow the changes (showing the music with your body) - What are dynamics? - Copy changes in dynamics and understand their expressive use - Remember and sing entire songs	- (Y4 and above) Rests - Pause: "this time I'm going to pause and restart on this word/rhythm/pitch. Watch me for restarting" - Beat vs rhythm: The Birthday Song. Use other examples too - Introduction to a well-known Catholic mass setting: Kyrie Half term 4: Tonality, articulation, grouping beats and introduction to pitch-reading - (Y4 and above) Major and minor tonality - Cat/monkey/nap new stave resources - Legato (smooth) and staccato (detached) - 2 time vs 3 time - Grouping beats in twos and threes (tapping knees on the first beat and clapping the remaining beats): Walk with the beat. Show the downbeat with some sort of gesture (vary meter and tempo) - Pitch resource 1 (mi-so)	Half term 6: Advanced dynamics, more rhythmic and pitch notation - Pitch resource 3 (do-re-mi) - Fortissimo, pianissimo, mezzo-forte and mezzo-piano - CMN 5 - More CMN stave resources incorporating 1-5
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	- What is tempo?: add in jumping game. Teacher to play different patterns of four notes, and children have to prepare to jump on the fourth note I play, but the tempo is different each time. Teaches the internalisation of tempo - Fast vs slow - Introduction to a well-known Catholic mass setting: Agnus Dei - Preparation for Christmas carol concerts	- Introduction to a well-known Catholic mass setting: Gloria - Ensemble work: breathing together and bringing themselves in, taking it in turns to conduct, one person pretending to do bowling and everyone else clapping on the ball release (arm swing before release shows the need for breath and preparation)	
Year 4 (These pupils are now moving into Year 5 and will access tuition with the CSP)	Salford Singing Partnership Half term 1: Introduction to good singing practise - Pitch match - Matching the shape of a melody (up/down): what's the highest/lowest sound you can make with your voice? Reach high as you sing a high note, and low as you sing a low note. Go from our lowest to highest note without stopping. Play two notes and distinguish between the higher and lower note.	Salford Singing Partnership Half term 3: Beat and rhythm, more rhythmic notation and dynamics - Cat/monkey/nap (bars and barlines) - Getting louder (crescendo) and getting quieter (diminuendo) - Changing the speed of the beat as the tempo changes: Walk with the music I play. When I stop, clap the beat you were just walking (teaches being ready to stop and start, and predict phrase lengths)	Salford Singing Partnership Half term 5: Singing in parts and rounds, more rhythmic and pitch notation - Pitch resource 2 (mi-so-la) - Cat/monkey/nap 4 - Question phrase vs answer phrase: use "are you listening, yes we are". Then "Kingdom of Heaven" - (Y4 and above) Adding simple harmony - (Y4 and above) Rounds and partner songs

	- Keeping a steady beat with chants - Singing in a group and on their own: use “oo la la lay” - Distinguish between speaking, chanting and singing voice - Distinguish between high, middle and low - Loud/quiet (forte/piano) - Sing a range of well-known nursery rhymes and songs with a small range - Introduction to the piano - Introduction to good singing posture and the importance of good breathing Half term 2: Introduction to rhythmic notation, dynamics and tempo - Introduction to cat/monkey/nap - Move in time with the music – Dance to my music and follow the changes (showing the music with your body) - What are dynamics? - Copy changes in dynamics and understand their expressive use	- Call and response songs (taking it in turn to be leader): use “Bungalow” - (Y4 and above) Rests - Pause: “this time I’m going to pause and restart on this word/rhythm/pitch. Watch me for restarting” - Beat vs rhythm: The Birthday Song. Use other examples too - Introduction to a well-known Catholic mass setting: Kyrie Half term 4: Tonality, articulation, grouping beats and introduction to pitch-reading - (Y4 and above) Major and minor tonality - Cat/monkey/nap new stave resources - Legato (smooth) and staccato (detached) - 2 time vs 3 time - Grouping beats in twos and threes (tapping knees on the first beat and clapping the remaining beats): Walk with the beat. Show the downbeat with some sort of gesture (vary meter and tempo)	- Recap whole mass setting so far Half term 6: Advanced dynamics, more rhythmic and pitch notation - Pitch resource 3 (do-re-mi) - Fortissimo, pianissimo, mezzo-forte and mezzo-piano - CMN 5 - More CMN stave resources incorporating 1-5
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	- Remember and sing entire songs - What is tempo?: add in jumping game. Teacher to play different patterns of four notes, and children have to prepare to jump on the fourth note I play, but the tempo is different each time. Teaches the internalisation of tempo - Fast vs slow - Introduction to a well-known Catholic mass setting: Agnus Dei - Preparation for Christmas carol concerts	- Pitch resource I (mi-so) - Introduction to a well-known Catholic mass setting: Gloria - Ensemble work: breathing together and bringing themselves in, taking it in turns to conduct, one person pretending to do bowling and everyone else clapping on the ball release (arm swing before release shows the need for breath and preparation)	
Year 5 (These pupils are now moving into Year 6 and will access the Year 6 curriculum.)	Songs of WW2 (Yr 6) Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts. Blues Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	South and West Africa Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves. Composition for the festival of Holi Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Looping and remixing Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions. Musical Theatre An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

Year 6 (Pupils have now left school after delivering a successful end of year performance)	Dynamics – pitch and tempo(Fingal's cave)Yr6 Appraising the work of Mendelssohn and further developing the skills of improvisation and composition. Composition and notation (Ancient Egypt) Yr5 Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Film music Yr6 Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. Theme and variations - Pop art Y6 Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	Baroque Yr6 Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed. Composing a Leaver's song Yr6 Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.
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