

Music

LONGSHIPS Medium Term Plan / Lesson Progression

Year A

Year A Autumn Term

Pulse and Rhythm - All about me (2 weeks)

Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pulse-and-rhythm-all-about-me/>

Week	Week	Week	Week	Week
Lesson 1: Pulse and rhythm: My favourite things	Lesson 2: Pulse and rhythm: You've got a friend	Lesson 3: Pulse and rhythm: Dance, dance, dance	Lesson 4: Pulse and rhythm: Happy	Lesson 5: Pulse and rhythm: Practice makes perfect
To use my voice and hands to make music	To clap and play in time to the music	To play simple rhythms on an instrument	To listen to and repeat short rhythmic patterns	To understand the difference between pulse and rhythm

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pulse-and-rhythm-all-about-me/assessment-year-1-pulse-and-rhythm/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Pulse-And-Rhythm-Final-3-1.pdf>

Classical music, dynamics and tempo – Animals (2 weeks)

Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/>

Week	Week	Week	Week	Week
Lesson 1: Classical music, dynamics and tempo: Percussive animals	Lesson 2: Classical music, dynamics and tempo: Singing animals	Lesson 3: Classical music, dynamics and tempo: Performing animals	Lesson 4: Classical music, dynamics and tempo: Composing animals	Lesson 5: Classical music, dynamics and tempo: The story of the lion
To use percussion and my body expressively in response to music	To sing a song in sections	To perform a song	To use instruments to create different sounds	To create and choose sounds

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/animals/assessment-year-1-classical-music-dynamics-and-tempo/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Classical-Music-Animals-12-08-21-1.pdf>

Year A Spring Term

Musical Me (1 week)

Clap the rhythm of their name. Sing the melody accurately while playing their instrument in time. Show a range of emotions using their voices. Describe the dynamics and timbre of their pieces. Play a known melody from letter notation in the right order, if not with the right rhythms. Play a new melody from letter notation in the right order, if not in time. Invent a melody, write it down and play it back. Select instruments with different timbres. Compose and perform a piece using different dynamic levels.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/>

Week	Week	Week	Week	Week
Lesson 1: Once a man fell in a well	Lesson 2: Dynamics and timbre	Lesson 3: Melody	Lesson 4: My own melody	Lesson 5: Group composition
To sing and play an instrument at the same time	To choose and play appropriate dynamics and timbres for a piece of music	To use musical notation to play melodies	To use letter notation to write my own melody	To use timbre and dynamics in musical composition

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/musical-me/assessment-year-2-musical-me/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Classical-Music-Animals-12-08-21-1.pdf>

Pitch and Tempo – Superheroes (2 weeks)

Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pitch-and-tempo-high-fliers/>

Week	Week	Week	Week	Week
Lesson 1: Pitch and tempo: High fliers	Lesson 2: Pitch and tempo: Pitch patterns	Lesson 3: Pitch and tempo: Faster than a speeding bullet	Lesson 4: Pitch and tempo: Superhero theme tune	Lesson 5: Pitch and tempo: Final performance
To understand the concept of pitch	To create a pattern using two pitches	To understand the concept of tempo	To create a superhero theme tune	To perform confidently as part of a group

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/pitch-and-tempo-high-fliers/assessment-year-1-pitch-and-tempo/>

KO: https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Y1-Pitch-And-Tempo-12_8_21.pdf

Year A Summer Term

On the Islands - British Songs and Sounds (2 weeks)

Sing, play and follow instructions to perform as a group. Describe music using simple musical vocabulary. Explore multiple ways of making the same sound. Represent the same sound in different ways. Describe how they have adapted a sound using musical vocabulary. Contribute musically to a final performance. Create a piece that clearly represents a particular environment. Extend a piece of music so that it represents three distinct environments.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/>

Week	Week	Week	Week	Week
Lesson 1: British seaside sounds	Lesson 2: Countryside sounds	Lesson 3: Sounds of the city	Lesson 4: Structured soundscape	Lesson 5: Journey through Britain
To learn about the music of the British Isles	To learn about the music of the British Isles and create music of our own	To learn about the music of the British Isles and create music of our own	To compose a piece of music as part of a group	To evaluate and improve a group composition

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/on-this-island/assessment-year-2-on-this-island-british-songs-and-sounds/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Y2-On-This-Island-16.8.21-3.pdf>

Orchestral Instruments (1 week)

Make plausible descriptions of the music. Identify a few instruments and the sounds of different sections of the orchestra. Explain what is happening in the music using language relating to emotion. Create a piece of music with some appropriate tempo, dynamic and timbre changes. Suggest appropriate musical timbres for each of the characters and tempo changes for the actions. Perform confidently using appropriate instrumental sounds.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/>

Week	Week	Week	Week	Week
Lesson 1: The Three Bears	Lesson 2: The Snow Queen	Lesson 3: Red Riding Hood	Lesson 4: Jack and the Beanstalk	Lesson 5: Super storytellers
To listen to and analyse an orchestral version of a traditional story	To listen to and analyse a film musical version of a traditional story	To select appropriate sounds to match events, characters and feelings in a story	To write a play script and select appropriate musical sounds to accompany it	To perform a story script with accompanying music

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/traditional-stories/assessment-year-2-orchestral-instruments/>

KO: https://www.kapowprimary.com/wp-content/uploads/2023/02/music_y2_ko_orchestral_instruments_16-8-21_compressed.pdf

LONGSHIPS Medium Term Plan / Lesson Progression

Year B

Year B Autumn Term

Musical Vocab - Under the Sea(1 week)

Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/>

Week	Week	Week	Week	Week
Lesson 1: Pulse and tempo: Dive into danger!	Lesson 2: Dynamics and timbre: Underwater world	Lesson 3: Pitch and rhythm: Underwater world	Lesson 4: Texture and structure: Coral reef	Lesson 5: Musical vocabulary
To learn the musical vocabulary: pulse and tempo	To explain what dynamics and timbre are	To explain what pitch and rhythm are	To explain what texture and structure are	To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/musical-vocabulary/assessment-year-1-musical-vocabulary/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Musical-Vocabulary-Under-The-Sea-pdf.pdf>

Timbre and Rhythmic patterns (1 week)

Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/>

Week	Week	Week	Week	Week
Lesson 1: Timbre and rhythmic patterns: Character voices	Lesson 2: Timbre and rhythmic pattern: Starting with instruments	Lesson 3: Timbre and rhythmic patterns: Rhythms	Lesson 4: Timbre and rhythmic patterns: Responding to music	Lesson 5: Timbre and rhythmic patterns: Keeping the pulse
To use voices expressively to speak and chant	To select suitable instrumental sounds to represent a character	To compose and play a rhythm	To recognise how timbre is used to represent characters in a piece of music	To keep the pulse using untuned instruments

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/fairy-tales/assessment-year-1-timbre-and-rhythmic-patterns/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Timbre-And-Rhythm-Fairytales-12-8-21.pdf>

Year B Spring Term

Call and Response – Africa (1 week)

Use tempo, dynamics and timbre in their piece. Play in time with their group. Use instruments appropriately. Successfully sing back the melody line in time and at the correct pitch. Play either a call and/or response role in time with another pupil. Perform their composition.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/>

Week	Week	Week	Week	Week
Lesson 1: Going on safari	Lesson 2: Rhythmic safari	Lesson 3: Call and response	Lesson 4: Rhythmic response	Lesson 5: The safari event
To create short sequences of sound	To copy a short rhythm and recognise simple notation	To learn a traditional song from Ghana	To create rhythms based on 'call and response'	To add dynamics (volume) to a structure of rhythms

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/animals-2/assessment-year-2-west-african-call-and-response-song/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2022/10/Music-Y2-KO-West-African-Call-Response-Animals-16-8-21-2.pdf>

Vocal and body sounds (1 week)

Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/>

Week	Week	Week	Week	Week
Lesson 1: The sea: Vocal and body sounds	Lesson 2: Vocal and body sounds: Embodying the sea	Lesson 3: Vocal and body sounds: Musical treasure hunt	Lesson 4: Vocal and body sounds: Seaside story	Lesson 5: Vocal and body sounds: Seaside soundscape
To understand that music can be used to represent an environment	To understand how music can represent changes in an environment	To select instruments to match seaside sounds	To recognise and use dynamics and tempo	To write music down and perform from a graphic score

Assessment: <https://www.kapowprimary.com/subjects/music/key-stage-1/year-1/by-the-sea/assessment-year-1-vocal-and-body-sounds/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Vocal-And-Body-Sounds-12-8-21.pdf>

Year B Summer Term

Dynamics, timbre, tempo and motifs (1 week)

Use their voice to create a variety of sounds. Use dynamics to create atmosphere. Correctly identify some instruments and changes in dynamics in a piece. Explain how the same instrument can have many different sounds. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. Successfully create and play a motif. Notate and write down their motif in some form.

<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/>

Week	Week	Week	Week	Week
Lesson 1: Space soundtrack	Lesson 2: Listening to space	Lesson 3: Comparing planets	Lesson 4: Planet motif	Lesson 5: Journey to space
To create a simple soundscape for effect	To listen for and recognise some basic elements of music	To compare two pieces of music	To be able to create short sequences of sound	To be able to create short sequences of sound and perform with accuracy

Assessment:<https://www.kapowprimary.com/subjects/music/key-stage-1/year-2/space/assessment-year-2-dynamics-timbre-tempo-and-motifs/>

KO:<https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-Y2-KO-Dynamics-Timbre-And-Tempo-16.8.21.pdf>

TREVOSE Medium Term Plan / Lesson Progression

Year A

Year A Autumn Term

Instrumental - South Africa (2 weeks)

<https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/south-africa-instrumental-lesson-plans/>

Lesson 1: Introduction to staff notation Introducing the basic features of staff notation and music from South Africa	Lesson 2: Minims Recognise and play minims as part of a harmonic ostinato before playing the song 'Put on your gumboots'	Lesson 3: Semibreves Children learn that a semibreve is worth four beats before being introduced to traditional South African gumboot dancing!	Lesson 4: Crotchets and rests Understanding that a crotchet is worth one beat and practising playing a rhythmic ostinato in a South African gumboot dance	Lesson 5: Gumboot dance Composing and performing rhythmic patterns before a final performance of 'Put on your gumboots!'
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Assessment: <https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/south-africa-instrumental-lesson-plans/assessment-instrumental-ks2-south-africa/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/09/KO-Music-South-Africa-AS.pdf>

Developing Singing – Vikings (1 week)

Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/>

Week	Week	Week	Week	Week
Lesson 1: Here come the Vikings!	Lesson 2: Sing like a Viking	Lesson 3: Viking notation	Lesson 4: Viking battle song	Lesson 5: Perform like a Viking
To sing in time with others	To sing in time with others	To recognise simple rhythmic notation by ear and by sight	To use simple rhythmic notation to compose a Viking battle song	To perform music with confidence and discipline

Assessment: <https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/the-vikings/assessment-year-3-developing-singing-technique-vikings/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-Y3-KO-Vikings-17.8.21.pdf>

Year A Spring Term

Instrumental – Caribbean (1 week)

Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.

<https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/caribbean-instrumental-lesson-plans/>

Lesson 1: What is Calypso? Discovering the origins of Calypso music, as well as some of its key features, before performing a Calypso style song.	Lesson 2: What's the story? Creating and performing lyrics for a Calypso song.	Lesson 3: Instrumental Calypso Learning about the importance of percussion instruments in Trinidad and playing and describing Calypso style percussion parts.	Lesson 4: Calypso quavers Recognising and performing quavers from staff notation then playing them within the context of a Calypso song.	Lesson 5: Pentatonic Calypso Improvising in a Calypso style using a pentatonic scale and different rhythms on tuned percussion.
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Assessment: <https://www.kapowprimary.com/subjects/music/instrumental-scheme/instrumental-lessons-music-model-curriculum/caribbean-instrumental-lesson-plans/assessment-instrumental-ks2-caribbean/>

KO:

Body and tuned percussion – rainforests (1 week)

Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/>

Week	Week	Week	Week	Week
Lesson 1: Pitter patter raindrops	Lesson 2: Rainforest body percussion	Lesson 3: The rhythm of the forest floor	Lesson 4: The loopy rainforest	Lesson 5: Sounds of the rainforest
To identify structure and texture in music	To use body percussion	To create musical rhythms using body percussion	To create simple tunes	To build and improve a composition

Assessment: <https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rainforests/assessment-year-4-body-and-tuned-percussion/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Body-Percussion-RJ-16-08-21.pdf>

Year A Summer Term

Jazz (1 week)

Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/>

Week	Week	Week	Week	Week
Lesson 1: Ragtime	Lesson 2: Dixieland	Lesson 3: Scat singing	Lesson 4: Jazz motifs	Lesson 5: Swung rhythms
To sing and clap a syncopated rhythm for a ragtime style song	To improvise a call and response	To be able to scat sing using the call and response format	To create a jazz motif	To create a jazz motif

Assessment: <https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/jazz/assessment-year-3-jazz/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Jazz-RJ-18.8.21.pdf>

Ballads (2 weeks)

Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/ballads/>

Week	Week	Week	Week	Week
Lesson 1: What is a ballad?	Lesson 2: Performing a ballad	Lesson 3: The story behind the song	Lesson 4: Writing lyrics	Lesson 5: Singing my ballad
To sing a ballad and explain what it is	To be able to perform a ballad with an understanding of style	To understand that ballads tell a story	To be able to write lyrics for a ballad	To take part in a group performance

Assessment: <https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/ballads/assessment-year-3-ballads/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Ballads-17.8.21.pdf>

TREVOSE Medium Term Plan / Lesson Progression

Year B

Year B Autumn Term

Haiku Music and Performance (2 weeks)

Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/>

Week	Week	Week	Week	Week
Lesson 1: Describing blossom	Lesson 2: Sounds of blossom	Lesson 3: Blossom haiku	Lesson 4: Haiku melodies	Lesson 5: Haiku performance
To describe the festival of Hanami using words and sounds	To represent a blossom tree using sounds	To identify different musical features	To work as a group to create a piece of music to celebrate Hanami	To perform a piece of music to celebrate Hanami

Assessment: <https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/hanami-festival/assessment-year-4-haiku-music-and-performance/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Haiku-Music-And-Performance-RJ-17-08-1.pdf>

Rock and Roll (2 weeks)

Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rock-and-roll/>

Week	Week	Week	Week	Week
Lesson 1: Hand jive	Lesson 2: Rock around the clock	Lesson 3: Walking bass line	Lesson 4: Performing the bass	Lesson 5: Rock and Roll performance
To understand the history of rock and roll music	To be able to perform with a sense of style	To play a walking bass line on tuned percussion	To be able to play a rock and roll bass line	To be able to play a rock and roll piece of music

Assessment: <https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/rock-and-roll/assessment-year-4-rock-and-roll/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Rock-And-Roll-RJ-18-08-21-1.pdf>

Year B Spring Term

Creating and composing in response to animation – mountains (2 weeks)

Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/>

Week	Week	Week	Week	Week
Lesson 1: Telling stories through music	Lesson 2: Creating a soundscape	Lesson 3: Story sound effects	Lesson 4: Adding rhythm	Lesson 5: Musical mountain
To tell a story from a piece of music through movement	To create a soundscape using percussion instruments	To create a range of sounds to accompany a story	To compose and perform a rhythm to accompany a story	To compose and notate a short melody to accompany a story

Assessment:<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/mountains/assessment-year-3-creating-compositions-mountains/>

KO:<https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-Y3-KO-Composition-Mountains-18.8.21.pdf>

Adapting and Transposing Motifs – Roman (1 week)

Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/>

Week	Week	Week	Week	Week
Lesson 1: Here come the Romans	Lesson 2: Musical motifs	Lesson 3: Motifs and mosaics	Lesson 4: Motif development	Lesson 5: Combine and perform
To sing in tune and in time	To understand what a musical motif is	To compose and notate a motif	To develop and transpose a musical motif	To combine and perform different versions of a musical motif

Assessment:<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/romans/assessment-year-4-adapting-and-transposing-motifs/>

KO:<https://www.kapowprimary.com/wp-content/uploads/2021/08/Music-KO-Adapting-And-Transposing-Motifs-RJ-18-08-21.pdf>

TATER DU Medium Term Plan / Lesson Progression

YEAR A

Year A Autumn Term

Film Music (1 week)

Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/film-music/>

Week	Week	Week	Week	Week
Lesson 1: Soundtracks	Lesson 2: Scenes and sounds	Lesson 3: Following the score	Lesson 4: Composing for film	Lesson 5: The soundtrack
To appraise different musical features in a variety of film contexts	To identify and understand some composing techniques in film music	To use graphic scores to interpret different emotions in film music	To create and notate musical ideas and relate them to film music	To play a sequence of musical ideas to convey emotion

Assessment: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/film-music/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/09/Music-Y6-KO-Film-Music-Final-1.pdf>

Composition notation (2 weeks)

Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/ks2-yr5-music-composition-and-staff-notation/>

Week	Week	Week	Week	Week
Lesson 1: Here come the Egyptians	Lesson 2: Hieroglyphic score	Lesson 3: Play like an Egyptian	Lesson 4: Pitch pyramids	Lesson 5: Egyptian farewell
To sing with accuracy, fluency, control, and expression	To explore and use different forms of notation	To understand note length	To read simple pitch notation	To use hieroglyphs and stave notation to write a piece of music

Assessment: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/ks2-yr5-music-composition-and-staff-notation/assessment-year-5-composition-notation/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/09/Music-Y5-KO-Composition-Notation-Final.pdf>

Year A Spring Term

Musical Theatre (1 week)

Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/>

Week	Week	Week	Week	Week
Lesson 1: What is musical theatre?	Lesson 2: Character or action song	Lesson 3: Create your own musical	Lesson 4: Rehearsing my musical	Lesson 5: Performing my musical
To understand the history of musical theatre	To identify character songs and action songs	To create a musical theatre scene	To rehearse a musical theatre scene	To perform a musical theatre scene

Assessment: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/assessment-year-5-musical-theatre/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/09/Music-Y5-KO-Musical-Theatre-Final-1.pdf>

Year A Summer Term

Composing and performing a leaving song (1 week)

Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/>

Lesson 1: A single year	Lesson 2: Writing chorus lyrics	Lesson 3: Writing verse lyrics	Lesson 4: Backing track	Lesson 5: Creating a melody	Lesson 6: The final piece
Evaluating a song based on its lyrics, tempo, melody and arrangement.	Using suitable words and phrases for the chorus of a song and turning the ideas into lyrics	Using poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse.	The children explore four-chord progressions and use vocal improvisation and known melodies over a backing track.	The children compose a melody for the chorus of their song using different kinds of notation.	Using all the techniques and knowledge they have learned, the children create and perform their Year 6 leavers' song.

Assessment: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/assessment-year-6-theme-and-variations-theme-pop-art/>

KO: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/>

TATER DU Medium Term Plan / Lesson Progression

YEAR B

Year B Autumn Term

Blues (2 weeks)

Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/blues/>

Week	Week	Week	Week	Week
Lesson 1: History of the Blues	Lesson 2: Playing a chord	Lesson 3: The 12-bar Blues	Lesson 4: Blues scale	Lesson 5: Improvisation and the Blues
To know the key features of Blues music	To play the first line of the 12-bar Blues	To be able to play the 12-bar Blues	To be able to play the Blues scale	To be able to improvise with notes from the Blues scale

Assessment:<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/blues/assessment-year-5-blues/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/09/Music-Y5-KO-Blues-Final.pdf>

Songs of WW2 (2 weeks)

Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/ww2/>

Week	Week	Week	Week	Week
Lesson 1: Singing for victory	Lesson 2: The White Cliffs of Dover	Lesson 3: Pitch up	Lesson 4: Harmonise	Lesson 5: Let's notate
To use musical vocabulary to identify features of different eras of music	To improve accuracy in pitch and control, singing with expression and dynamics	To identify pitches within an octave when singing	To use knowledge of pitch to develop confidence when singing in parts	To be able to notate a melody using pitches up to an octave

Assessment:<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/ww2/assessment-year-6-songs-of-world-war-2/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/09/Music-Y6-KO-Songs-of-World-War-2-Final.pdf>

Year B Spring Term

Dynamics, pitch and texture (2 weeks)

Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/coast-fingals-cave-by-mendelssohn/>

Week	Week	Week	Week	Week
Lesson 1: Exploring Fingal's Cave	Lesson 2: Making waves: Pitch and dynamics	Lesson 3: Making waves: Texture	Lesson 4: Group compositions	Lesson 5: We are waves
To appraise the work of a classical composer (Felix Mendelssohn)	To improvise as a group, using dynamics and pitch	To improvise as a group, using texture	To use knowledge of dynamics, texture and pitch to create a group composition	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch

Assessment: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/coast-fingals-cave-by-mendelssohn/assessment-year-6-dynamics-pitch-and-texture/>

KO: <https://www.kapowprimary.com/wp-content/uploads/2021/09/Music-Y6-KO-Dynamics-Pitch-And-Tempo-Final-2.pdf>

Year B Summer Term

Composing and performing a leaving song (1 week)

Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.

<https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/>

Lesson 1: A single year	Lesson 2: Writing chorus lyrics	Lesson 3: Writing verse lyrics	Lesson 4: Backing track	Lesson 5: Creating a melody	Lesson 6: The final piece
Evaluating a song based on its lyrics, tempo, melody and arrangement.	Using suitable words and phrases for the chorus of a song and turning the ideas into lyrics	Using poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse.	The children explore four-chord progressions and use vocal improvisation and known melodies over a backing track.	The children compose a melody for the chorus of their song using different kinds of notation.	Using all the techniques and knowledge they have learned, the children create and perform their Year 6 leavers' song.

Assessment: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/assessment-year-6-theme-and-variations-theme-pop-art/>

KO: <https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/>

