

**Music Curriculum – Unit Plans
 using the Kapow Primary Music Scheme**

	Autumn 2 – Spring 1
Year 3	<u>Developing Singing Technique</u> (Theme: The Vikings)
Year 3 Content	The children develop their singing technique; learning to keep in time, and work on musical notation and rhythm, culminating in a group performance of a song with actions.
Year 3 NC Statements	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression • Use and understand staff (and other musical notations) • Improvise and compose music for a range of purposes using the interrelated dimensions of music
Year 3 Concepts Covered	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music
	Children will also rehearse Christmas Songs and Performances towards the end of Autumn 2.
	Autumn 2 – Spring 1

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Year 4	<u>Changes in Pitch, Tempo and Dynamics (Theme: Rivers)</u>
Year 4 Content	Children learn to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Making links to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.
Year 4 NC Statements	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. • 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. • Use and understand staff and other musical notations.
Year 4 Concepts Covered	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Describe Music
<p>Children will also rehearse Christmas Songs and Performances towards the end of Autumn 2.</p>	
Autumn 2 – Spring 1	
Year 5	<u>Blues</u>

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Year 5 Content	Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.
Year 5 NC Statements	<ul style="list-style-type: none"> • Develop an understanding of the history of music. • Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. • Learn to sing and to use their voices, to create and compose music on their own and with others. • Use and understand staff and other musical notations. • 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. • Listen with attention to detail and recall sounds with increasing aural memory. • Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Year 5 Concepts Covered	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music
Children will also rehearse Christmas Songs and Performances towards the end of Autumn 2.	
Autumn 2 – Spring 1	
Year 6	<u>Dynamics, Pitch and Tempo (Theme: Fingal's Cave) & Christmas</u>
Year 6 Content	Children appraise the work of Mendelssohn, engaging in discussion about the sounds of an orchestral piece. They further develop the skills of improvisation and composition, taking the role of conductor or following a

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	conductor to show changes in pitch, dynamics and texture. They also create a graphic score to represent sounds.
Year 6 NC Statements	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. •
Year 6 Concepts Covered	<ul style="list-style-type: none"> ❖ Perform ❖ Compose ❖ Transcribe ❖ Describe Music
<p>Children will also rehearse Christmas Songs and Performances towards the end of Autumn 2.</p>	