

Music Curriculum – Long Term Plan 2024-2025

Time Allocation: <i>Equivalent to 45m per week</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS Beginners Book Kapow	Jolly Music <i>Lessons 1-5</i> <i>Explore voices</i> <i>Feel and demonstrate the pulse</i> <i>Recognise and show two pitches (high and low)</i> Exploring Sounds	Jolly Music <i>Lessons 6-10</i> <i>Keep the pulse during a rest</i> <i>Faster/slower</i> <i>Show high and low pitches</i> Celebration Music	Jolly Music <i>Lessons 11-15</i> <i>Keep the pulse with a partner</i> <i>Keeping the pulse during a rest</i> <i>Pitch matching</i> Music and Movement	Jolly Music <i>Lessons 16-20</i> <i>Recognise three pitches – high, middle, low</i> <i>Playing rhythms</i> Musical stories	Jolly Music <i>Lessons 21-25</i> <i>Visual representation of the beat</i> <i>Improvising words to songs</i> <i>Keep the pulse</i> Transport	Jolly Music <i>Lessons 26-30</i> <i>Keep the pulse</i> <i>Consciously showing a rest</i> <i>Tap the pulse on drawn heartbeats</i> Big band
Year 1 Level 1	Jolly Music <i>Lessons 1-5</i> <i>Demonstrate the pulse and rhythm</i>	Jolly Music <i>Lessons 6-10</i> <i>Recognise high and low pitches</i> <i>Visual representation of pitch</i> <i>Visual representation of pulse</i> <i>Singing Games</i>	Jolly Music <i>Lessons 11-15</i> <i>Show movement of pitch</i> <i>Differentiate between pulse and rhythm</i>	Jolly Music <i>Lessons 16-20</i> <i>Pulse and rhythm</i> <i>Visual representation of the rhythm</i> <i>Rest gesture</i>	Jolly Music <i>Lessons 21-25</i> <i>Visual representation of the beat and rhythm</i>	Jolly Music <i>Lessons 26-30</i> <i>Visual representation of pitch and rhythm</i> <i>Solfa So-mi hand signs</i> <i>Rhythm names Ta and Ti Ti stick notation</i>
Year 2 Level 1 then Level 2	Jolly Music <i>Lessons 1-5</i> <i>Solfa So-mi hand signs</i> <i>Pitch and rhythm notation</i> <i>Perform pulse and rhythm</i> <i>Reading rhythm names</i>	Jolly Music <i>Lessons 6-10</i> <i>Reading rhythms using rhythm names</i> <i>Writing rhythms</i> <i>Faster/slower pulse keeping</i> <i>Phrases</i> <i>Internalising</i>	Jolly Music <i>Lessons 11-15</i> <i>Demonstrate phrasing</i> <i>Read and write target rhythm</i> <i>La-so-mi</i>	Jolly Music <i>Lessons 16-20</i> <i>Read and write rhythms</i> <i>Pulse keeping</i> <i>Phrasing</i> <i>La-so-mi</i>	Jolly Music <i>Lessons 21-25</i> <i>Faster/Slower pulse-keeping</i> <i>Read and write rhythms</i> <i>La-so-mi</i> <i>Pulse in songs with a rest</i> <i>Presenting la</i>	Jolly Music <i>Lessons 26-30</i> <i>Read and write rhythms</i> <i>Practise La-so-mi with handsigns</i> <i>Ta rest notation</i>
Year 3 Level 2 Then Kapow (2024/2025)	Jolly Music <i>Level 2 Lessons 26-30</i> <i>Practice la/so/mi with hand signs</i> <i>Ta rest</i> <i>Reading and writing Ta and Ti Ti</i>	Instrumental scheme South Africa Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.	Chinese music Pentatonic Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies	Instrumental scheme Caribbean 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	Recorder <i>Holding the recorder correctly</i> <i>Correct breathing and sound</i> <i>Ta/Titi rhythms</i> <i>B, A, G separate pitches</i> <i>Reading staff notation</i>	Recorder <i>B, A, G transition between pitches</i> <i>Reading staff notation</i> <i>Improvising and composing</i>

<p>Year 4 Kapow (2024-2025)</p>	<p>Instrumental scheme Caribbean (2024-2025) 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</p>	<p>Recorder <i>B, A, G, E, D notes</i> <i>Reading staff notation</i></p>	<p>Recorder <i>B, A, G, E, D notes</i> <i>Reading staff notation</i></p>	<p>Performing Origin and features, Play the Hand Jive and Rock Around the Clock, Perform a walking bass line</p>	<p>Pitch, Timbre, Dynamics <i>Semiquavers, Pitch do-so, Dynamic, Tempo & Ostinato (Rivers)</i></p>	<p>Rhythm <i>Syncopation</i> <i>Keeping a steady beat</i> <i>Ensemble music</i> <i>Call and Response</i> Samba & Carnival Music</p>
<p>Year 5 Kapow</p>	<p>Reading Notation <i>identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</i></p>	<p>Musical Devices (Chords) <i>Chords, Chord progression, 12 bar blues</i> (The Blues)</p>	<p>Pitch <i>Chords, chord progression</i> <i>Rhythm syncopation</i> <i>Call and Response</i> (South & West African Music)</p>	<p>Dance Music <i>Electronic Looping & Mixing</i> <i>Keyboard Skills</i></p>	<p>Ukulele <i>Holding the ukulele</i> <i>Strumming patterns DDDD</i> <i>Playing chords Cm, C</i></p>	<p>Ukulele <i>Strumming patterns DDDUD</i> <i>Chords Cm, C, Am, F</i></p>
<p>Year 6 Kapow</p>	<p>Dynamics, pitch and texture <i>Appraising the work of Mendelssohn and further developing improvisation and composition skills</i></p>	<p>Theme and Variations <i>Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments</i></p>	<p>Baroque <i>exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work</i></p>	<p>Ukulele <i>Chords Cm, C, F, Am, G7, Dm</i></p>	<p>Ukulele/ song writing <i>Chords Cm, C, F, Am, G7, Dm, G</i></p>	<p>Film Music <i>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</i></p>

Our music curriculum is a combination of units of work from the Jolly Music and Kapow scheme, units of work planned from the Kapow scheme of work

EYFS music uses Jolly Music beginners and is delivered by the music subject leader in a timetabled 45 minute lesson.

KS1 have a 45 minute weekly lesson with Jolly Music supported by the Kapow scheme delivered by music subject leader.

KS2 follow the Kapow scheme of work children also receive one term of tuned instrumental teaching of recorder in LKS2 and Ukulele in UKS2, which spirals skills and knowledge about pitch and rhythm notation and playing and performing. In 2024-2025 the Kapow instrumental scheme has begun to be implemented. As it is suggested by Kapow, some of the instrumental scheme of work units are taught instead of the original scheme.

Recorder Units are based on Red Hot Recorder Tutor by Sarah Watts supplemented by Mr Gray’s recorder play alongs

Ukulele Units are based on Ukualiens and Mr Gray’s play alongs