



Uplands Music Curriculum

Our Music curriculum follows a two-year rolling programme. It fully covers the National Curriculum and has some additional units which are included to further enhance the unit being studied that term.

We use a scheme called Kapow to support our Music curriculum. Kapow was created “first and foremost to help children to feel that they are musical and to develop a life-long love of music. The focus is on developing skills, knowledge and understanding so that children need to become confident performers, composers, and listeners.” With this scheme underpinning our Music curriculum, we believe it offers accessibility and inclusivity to all children.

Each unit of work celebrates a wide range of musical styles and focuses on these key skills: Performing, Listening Composing and The history of music. Children focus on different songs and genres and build on each of these skills during every unit. Our Music curriculum is sequenced from reception to year 6. It takes the form of a ‘spiral curriculum’ and so continually makes links to prior learning. Different units are taught each half-term and prior learning is built upon, explored further and deepened. The units also cover more content and more complex skills over the years which ensure progression.

We also have a ‘Music Appreciation rolling programme’, which allows pupils to discover/further explore a different artist/genre of music each term. This ensures that all pupils will have opportunities to experience, discuss and create their own opinions on a variety of different music throughout their primary school careers and introduces them to a more extensive selection of music than they may hear otherwise.

Our five Big Ideas are very much intertwined throughout our varied and exciting Music curriculum (diversity, the environment, similarities and differences, relationships and changes).



Merlins Year A/B (Kapow Reception) Music Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	Big ideas: Environment, relationships, similarities and differences.	Big ideas: Environment, similarities and differences.	Big ideas: Changes, Diversity, similarities and differences.
Key Learning	<p>Unit 1: Exploring Sounds</p> <p><i>End of unit enquiry questions:</i> Can children listen carefully and talk about what they hear?</p> <p>Unit 2: Celebration Music</p> <p><i>End of unit enquiry question:</i> Do children know that moving to music can be part of a celebration?</p> <p>Music Appreciation artist/genre of the term: Bob Marley Reggae</p>	<p>Unit 3: Transport</p> <p><i>End of unit enquiry questions:</i> Can children recognise and discuss music that is 'fast' or 'slow'?</p> <p>Unit 4: Music and Movement</p> <p><i>End of unit enquiry questions:</i> Do children know that the beat is the steady pulse of a song?</p> <p>Music Appreciation artist/genre of the term: Mozart Classical</p>	<p>Unit 5: Musical Stories</p> <p><i>End of unit enquiry questions:</i> Can children understand that a piece of music can tell a story with sounds?</p> <p>Unit 6: Big Band</p> <p><i>End of unit enquiry questions:</i> Do they know that music often has more than one instrument being played at a time?</p> <p>Music Appreciation artist/genre of the term: Donna Summer/Chic Disco</p>
Vocab	Loud Quiet (use instead of 'soft') Sing Listen Sounds	Slow Fast Pulse Beat Instruments	Repeat Rhythm Orchestra Percussion instrument- <i>an instrument which is hit to make a sound.</i>



Owls Year A Music Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	<p>Big ideas: Environment, relationships, similarities and differences.</p>	<p>Big ideas: Environment, similarities and differences.</p>	<p>Big ideas: Changes, Diversity, similarities and differences.</p>
Key Learning	<p>Unit 1: Pulse and rhythm (Theme: All about me)</p> <p><i>End of unit enquiry question:</i> Do children know that rhythm means a pattern of long and short notes?</p> <p>Unit 2: On this island: British songs and sounds</p> <p><i>End of unit enquiry question:</i> Do they know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down?</p> <p>Music Appreciation artist/genre of the term: The Beatles Pop</p>	<p>Unit 3: Myths and legends</p> <p><i>End of unit enquiry question:</i> Do the children know that a graphic score can show a picture of the structure of music?</p> <p>Unit 4: Timbre and rhythmic patterns (Theme: Fairytales)</p> <p><i>End of unit enquiry question:</i> Do they know that an instrument or rhythm pattern can represent a character in a story?</p> <p>Music Appreciation artist/genre of the term: Emmylou Harris Contemporary folk/country</p>	<p>Unit 5: West African call and response song (Theme: Animals)</p> <p><i>End of unit enquiry question:</i> Do they know that the tempo of a musical phrase can be changed to achieve a different effect.?</p> <p>Unit 6: Musical Me (Theme: Animals)</p> <p><i>End of unit enquiry question:</i> Do children know that 'melody' means a tune?</p> <p>Music Appreciation artist/genre of the term: Daudi Kabaka Benga</p>
Vocab	<p>Rhythm Pattern Notes high (sound) low (sound) folk music</p>	<p>Graphic score Structure Tempo – <i>speed of a piece.</i> Represent Timbre Rhythmic patterns</p>	<p>Tempo Audience Effect Melody Dynamics – <i>how loud or quiet a piece of music is</i></p>



Owls Year B Music Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	Big ideas: Environment, relationships, similarities and differences.	Big ideas: Environment, similarities and differences.	Big ideas: Changes, Diversity, similarities and differences.
Key Learning	<p>Unit 1: Tempo (Theme: Snail and mouse)</p> <p>End of unit enquiry question: Do they know their voice, body and instruments can show fast and slow beats?</p> <p>Unit 2: Musical vocabulary (Theme: Under the sea)</p> <p>End of unit enquiry question: Do the children know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch?</p> <p>Music Appreciation artist/genre of the term: Philip Glass Minimal music (modern style of classical music)</p>	<p>Unit 3: Vocal and body sounds (Theme: By the sea)</p> <p>End of unit enquiry question: Do they know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees?</p> <p>Unit 4: Pitch and tempo (Theme: Superheroes)</p> <p>End of unit enquiry question: Do they understand that tempo can be used to represent mood or help tell a story?</p> <p>Music Appreciation artist/genre of the term: Nina Simone Blues</p>	<p>Unit 5: Orchestral instruments (Theme: Traditional Western stories)</p> <p>End of unit enquiry question: Do they know that musical instruments can be used to create 'real life' sound effects?</p> <p>Unit 6: Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>End of unit enquiry question: Do they understand that a motif is a 'sound idea' that can be repeated throughout a piece of music?</p> <p>Music Appreciation artist/genre of the term: George Frederic Handel Baroque</p>
Vocab	<p>pulse</p> <p>steady beat</p> <p>tempo</p> <p>voice</p> <p>timbre</p> <p>high</p> <p>low</p> <p>pitch</p> <p>note</p> <p>texture</p>	<p>Dynamics</p> <p>Percussion</p> <p>Represented</p> <p>Pictures/symbols</p>	<p>Orchestra – <i>a large group of instruments, usually classical</i></p> <p>Woodwind</p> <p>Mouthpiece</p> <p>Stringed</p> <p>Strings</p> <p>vibrate</p> <p>Brass</p>



Kestrels Year A Music Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	Big ideas: Environment, relationships, similarities and differences.	Big ideas: Environment, similarities and differences.	Big ideas: Changes, Diversity, similarities and differences.
Key Learning	<p>Unit 1: Jazz</p> <p>End of unit enquiry question: Do children understand that 'syncopation' means a rhythm that is played off the natural beat?</p> <p>Unit 2: Recorder</p> <p>End of unit enquiry question: Are the children able to sing and play with some degree of accuracy and awareness of their part in the group performance some times?</p> <p>Music Appreciation artist/genre of the term: Samuel Coleridge-Taylor Classical – 20th Century</p>	<p>Unit 3: Body and tuned percussion</p> <p>End of unit enquiry question: Do the children know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'?</p> <p>Unit 4: Recorder</p> <p>End of unit enquiry question: Are the children able to sing and play in time with their peers with accuracy and awareness of their part in the group performance most of the time?</p> <p>Music Appreciation artist/genre of the term: Ladysmith Black Mambazo Choral</p>	<p>Unit 5: Rock and Roll</p> <p>End of unit enquiry question: Do the children know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals?</p> <p>Unit 6: Recorder</p> <p>End of unit enquiry question: Are the children able to play syncopated rhythms with accuracy, control and fluency?</p> <p>Music Appreciation artist/genre of the term: Joseph Bologne Classical</p>
Vocab	<p>syncopation</p> <p>natural beat</p> <p>recorder</p> <p>score</p> <p>scat-singing</p> <p>Ragtime</p>	<p>Texture</p> <p>Combination</p> <p>Melody</p> <p>Contrasting sections</p> <p>Motif</p>	<p>Chords</p> <p>Blues</p> <p>Structure</p> <p>Vocals</p> <p>Bass line</p> <p>Melody- <i>a tune is a combination of pitch and rhythm.</i></p>



Kestrels Year B Music Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	Big ideas: Environment, relationships, diversity, similarities and differences.	Big ideas: Changes, Environment, similarities and differences.	Big ideas: Diversity, similarities and differences.
Key Learning	<p>Unit 1: Adapting and transposing motifs (Romans)</p> <p>End of unit enquiry question: Do the children understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music? For example, Beethoven's fifth symphony (dah dah dum!)?</p> <p>Unit 2: Recorder</p> <p>End of unit enquiry question: Are the children able to listen with some attention to detail and recall some sounds with increasing aural memory?</p> <p>Music Appreciation artist/genre of the term: Aretha Franklin Soul</p>	<p>Unit 3: Ballads</p> <p>End of unit enquiry question: Do the children know that in a ballad, a 'stanza' is a verse?</p> <p>Unit 4: Recorder</p> <p>End of unit enquiry question: Are the children able to listen with attention to detail and recall sounds accurately with increasing aural memory?</p> <p>Music Appreciation artist/genre of the term: Hans Zimmer Electronic with traditional orchestral (film scores)</p>	<p>Unit 5: Samba and carnivals sounds</p> <p>End of unit enquiry question: Do the children know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms?</p> <p>Unit 6: Recorder</p> <p>End of unit enquiry question: Are the children able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression?</p> <p>Music Appreciation artist/genre of the term: Ludwig van Beethoven Classical</p>
Vocab	Motif Beethoven Transposing Adapting	Ballad Stanza Verse Lyrics	syncopated rhythms 'on beat' 'off beat' Rhythmic break Original rhythm



Eagles Year A Music Key Learning Points and End of Unit Outcomes

	Autumn Term	Spring Term	Summer Term
Links	Big ideas: Environment, relationships, diversity, similarities and differences.	Big ideas: Changes, Environment, similarities and differences.	Big ideas: Diversity, similarities and differences.
Key Learning	<p>Unit 1: Looping and remixing</p> <p><i>End of unit enquiry question:</i> Do they know that a loop is a repeated rhythm or melody, and is another word for ostinato?</p> <p>Unit 2: Ukulele</p> <p><i>End of unit enquiry question:</i> Can the children work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group?</p> <p>Music Appreciation artist/genre of the term: Billie Holiday Jazz and swing</p>	<p>Unit 3: Baroque</p> <p><i>End of unit enquiry question:</i> Do the children know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon?</p> <p>Unit 4: Ukulele</p> <p><i>End of unit enquiry question:</i> Can the children improvise and compose music for a range of purposes using the inter-related dimensions of music?</p> <p>Music Appreciation artist/genre of the term: Stevie Wonder R&B</p>	<p>Unit 5: Songs of World War 2</p> <p><i>End of unit enquiry question:</i> Do they know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2?</p> <p>Unit 6: Ukulele</p> <p><i>End of unit enquiry question:</i> Can they perform with accuracy and fluency from graphic and staff notation and from their own notation?</p> <p>Music Appreciation artist/genre of the term: Antonio Vivaldi Baroque</p>
Vocab	<p>Loop</p> <p>Repeated rhythm</p> <p>Repeated melody</p> <p>Ostinato</p>	<p>Polyphonic</p> <p>Texture</p> <p>Individual melodies</p> <p>Canon - a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</p> <p>Ground bass</p> <p>counter-subject</p> <p>counter-melody</p>	<p>Sofia syllables</p> <p>Octave</p> <p>Harmony</p> <p>Complementary notes</p>



Eagles Year B Music Key Learning Points and End of Unit Outcomes

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Links	Big ideas: Environment, relationships, similarities and differences.	Big ideas: Environment, similarities and differences.	Big ideas: Changes, Diversity, similarities and differences.
Key Learning	<p>Unit 1: Film Music</p> <p><i>End of unit enquiry question:</i> Do they know that a film soundtrack includes the background music and any songs in a film?</p> <p>Unit 2: Ukulele</p> <p><i>End of unit enquiry question:</i> Can they use and understand staff and other musical notations?</p> <p>Music Appreciation artist/genre of the term: John Williams Classical (modern – film scores)</p>	<p>Unit 3: Composition notation (Ancient Egypt)</p> <p><i>End of unit enquiry question:</i> Do they know that simple pictures can be used to represent the structure (organisation) of music?</p> <p>Unit 4: Ukulele</p> <p><i>End of unit enquiry question:</i> Can they perform with accuracy and fluency from graphic and staff notation and from their own notation?</p> <p>Music Appreciation artist/genre of the term: Riad Al Sunbati World (Egyptian)</p>	<p>Unit 5: Blues</p> <p><i>End of unit enquiry question:</i> Do the children understand that a chord is the layering of several pitches played at the same time?</p> <p>Unit 6: Ukulele</p> <p><i>End of unit enquiry question:</i> Can the children perform by following a conductor's cues and directions?</p> <p>Music Appreciation artist/genre of the term: Peter Ilyich Tchaikovsky Romantic</p>
Vocab	Soundtrack Background Major key Minor key Graphic notation Staves	Minor key Staff notation Note pitch	Chord 12-bar Blues Bent note Pitch slide