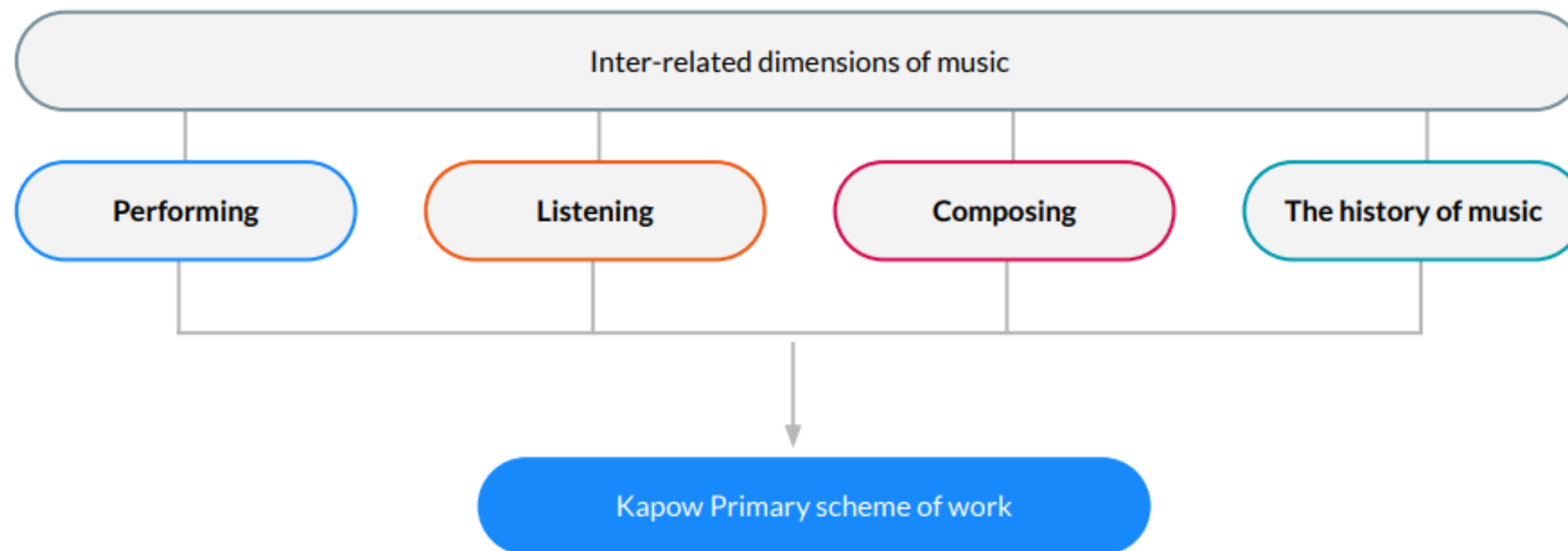




Music

Music at Newtown Linford Primary School is about being expressive. In order to ensure teachers are able to deliver this complex knowledge successfully we use Kapow due to their comprehensive teacher support package.

Inter-related Dimensions: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure and Appropriate musical notation



Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Adult Directed Learning – Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p>	<p>Adult Directed Learning – Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p>	<p>Adult Directed Learning – Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words – children may pitch match more easily with sounds like 'ba'.</p>	<p>Adult Directed Learning – Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p>	<p>Adult Directed Learning – Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p>	<p>Adult Directed Learning – Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words – children may pitch match more easily with sounds like 'ba'.</p>
Key Stage 1	<p>Year 1 Keeping the Pulse (My favourite things)</p>	<p>KS1 Nativity Year 1 Tempo (Snail and mouse)</p>	<p>Year 1 Pitch (Superheroes)</p>	<p>Year 2 Instruments (Musical storytelling)</p>	<p>Year 2 Singing (On this island)</p>	<p>Year 2 Pitch (Musical me)</p>
Lower Key Stage 1	<p>Year 3 Creating compositions in response to an animation (Theme: Mountains)</p>	<p>Year 4 Samba and carnival sounds and instruments (Theme: South America)</p>	<p>Year 3 Pentatonic melodies and composition (Theme: Chinese New Year)</p>	<p>Year 4 Haiku, music and performance (Theme: Hanami festival)</p>	<p>Year 3 Developing singing technique (Theme: the Vikings)</p>	<p>Year 3 Jazz</p>
Upper Key Stage 2	<p>Year 5 Blues</p>	<p>Year 5 Composition to represent the festival of colour (Theme: Holi festival)</p>	<p>Year 6 Film Music</p>	<p>Year 6 Theme and Variations (Theme: Pop Art)</p>	<p>Year 5 Musical Theatre</p>	<p>Leavers' Play/Performance</p>

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Adult Directed Learning – Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p>	<p>Adult Directed Learning – Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.</p> <p>Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p>	<p>Adult Directed Learning – Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Introduce new songs gradually and repeat them regularly.</p> <p>Sing slowly, so that children can listen to the words and the melody of the song.</p>	<p>Adult Directed Learning – Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound makers.</p>	<p>Adult Directed Learning – Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example.</p> <p>Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca.</p>	<p>Adult Directed Learning – Play pitch-matching games, humming or singing short phrases for children to copy.</p> <p>Use songs with and without words – children may pitch match more easily with sounds like 'ba'.</p>
Key Stage 1	Year 1 Dynamics (Seaside)	KS1 Nativity Year 1 Sound patterns (Fairytale)	Year 2 Call and response (Animals)	Year 1 Musical symbols (Under the sea)	Year 2 Contrasting dynamics (Space)	Year 2 Structure (Myths and legends)
Lower Key Stage 1	Year 3 Ballads	Year 4 Rock and Roll	Year 4 Changes in pitch, tempo and dynamics (Theme: Rivers)	Year 4 Adapting and transposing motifs (Theme: Romans)	Year 4 Body and tuned percussion (Theme: Rainforests)	Year 3 Traditional instruments and improvisation (Theme: India)
Upper Key Stage 2	Year 5 South and West Africa	Year 6 Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Year 6 Songs of World War 2	Year 5 Looping and Remixing	Year 6 Baroque	Leavers' Play/Performance