Neston Primary School Music Plans Cycle A - linked to the KAPOW Music Scheme

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| CY CLEA  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| FS1 | **Move and dance to music**Explore their voices and enjoy making sounds. Daily ‘rhyme time’ sessions (on going throughout the year) | **Move to music**Phonics sessions include body percussion, musical instruments, making sounds and exploring rhythm. |  **Musical instruments** Explore a range of sound-makers and instruments – playing them in different ways. | **Musical Instruments**Explore a range of sound-makers and instruments – playing them in different ways. | **Playing instruments**Play instrument with increasing control to express their feelings and ideas. | **Matching music to sounds/feelings/ events**Respond to what they’ve heard |
| FS2 | **Music and Movement**Musical Style:Performing, songs, rhymes and storiesSkill: SingingVocabulary:Dance, actions, audience, Makaton, pitch, high, low, tempo | **Exploring Sound**Musical Style:Body, environmental, instrument and nature soundsSkill: ListeningVocabulary:Voice, sound, whisper, speaking, high, low, higher, lower, beat, rhythm | **Musical Stories and Traditions**Musical Style: Nursery RhymesSkill: Singing and performingVocabulary:Song, lyrics, tempo, fast, slow, dynamic. Loud, quiet, musical story | **Transport**Musical Style: Creating sound effectsSkill: Interpret and perform form a simple scoreVocabulary: Fast, slow, symbol, speed, beat | **Celebration Music**Musical Style: Kwanzaa – AfricanHanukkah – JewishDiwali - HinduSkill: Moving and responding to musicVocabulary:Celebration, traditional, dance, culture. | **Big Band**Musical Style: Introduction to the orchestra.Skill: Listening and engaging in music making.Vocabulary: Band, sound, shake, tap, bang, strum, jingle, pitch |
| YEAR1 | **Pitch and tempo (Superheroes)**Musical Style: Film and television musicSkill: ComposingVocabulary: Pitch, tempo and percussion instruments  | **Nativity** Skills:Singing and performing | **Timbre and rhythmic patterns (Fairy tales)**Musical Style: Classical music (Peter and the Wolf – Prokofiev)Skill: ListeningVocabulary: Timbre, pulse, rhythm and orchestral instruments |  | **West African Call and Response Song**Musical Style: Call and responseSkills: Listening/ composingVocabulary: Structure, notation, dynamics, tempo, timbre and rhythm. |  |
| YEAR2 | **On This Island**Musical Style: British folk musicSkill: ListeningVocabulary: Motif & soundscape. The interrelated dimensions of music: duration, pitch, dynamics, timbre, structure, texture, tempo | **Nativity** Skills: Singing and performing |  | **Myths and Legends** Skills: Composing / Performing Vocabulary: Graphic score, structure, notation and texture | **Dynamics, Timbre and Tempo**Musical Style: OrchestralSkill: ComposingVocabulary: Dynamics, motif, soundscape, timbre, tempo and orchestra. |  |
| YEAR3/4  | **South Africa Y3/4 Cycle A** Skills: identify the basic features of staff notation. To recognise and play minims by ear and from staff notation.Vocabulary: staff notation, minim, semibreves, crotchets, crotchets rest, transpose, motifs | **Carol Service** Skills: Singing and performing | **Pentatonic Melodies and Chinese New Year Year 3**Skills: features of music from different parts of the world, use music vocabulary when discussing improvements to their own and other’s work. Use the pentatonic scale to compose melodies and rhythms (multi-layered compositions)Use rhythmic notation (graphic or staff)Vocabulary: Pentatonic, metre, melodies, harmony, tempo, crescendo, dynamics, timbre | **Caribbean Y3/4 Cycle A**Musical Style: CalypsoSkills: to understand the features of calypso music. To perform a calypso song. Improvise a vocal part in the style of calypso. To understand how and why percussion instruments can be used in music. To recognise and perform quavers from staff notation. To improvise a calypso style using pentatonic scale.Vocabulary: Calypso, quavers, staff notation, improvise, percussion | **Ballads Year 3**Musical Style: BalladsSkills: Listening – stylistic features of genres, styles, traditions, an awareness of metre, composing in a given styleVocabulary:Ballad, ensemble, compose | **Samba and Carnival Sounds and Instruments Year 4**Musical Style: SambaSkills: Creating a piece of music which at least 4 layers and a clear structure. Beginning to improvise musically within a given style. Playing syncopated rhythms with accuracy, control and fluency.Vocabulary: Agogo, syncopated rhythm, carnival, texture, ganza, pulse |
| YEAR4/5 | **Samba and Carnival Sounds and Instruments Year 4**Musical Style: SambaSkills: Creating a piece of music which at least 4 layers and a clear structure. Beginning to improvise musically within a given style. Playing syncopated rhythms with accuracy, control and fluency.Vocabulary: Agogo, syncopated rhythm, carnival, texture, ganza, pulse | **Carol Service** Skills: Singing and performing | **South Africa Y3/4 Cycle A**Skills: Identify the basic features of staff notation. To recognise and play minims by ear and from staff notation. Vocabulary: Staff notation, minim, semibreves, crotchets, rest, transpose, motifs  | **Looping and remixing Year 5**Skills: To know that a loop is a repeated rhythm or melody and is another word for ostinato. To know that a remix that is music that has been changed, usually so it is suitable for dancing to. Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition.Vocabulary: loop, layers, riff, structure, looped rhythm, melody line, remix. | **Caribbean Y3/4 Cycle A**Musical Style: Calypso Skills: To understand the features of calypso music. To perform a calypso song. Improvise a vocal part in the style of calypso. To understand how and why percussion instruments can be used in music. To recognise and perform quavers from staff notation. To improvise a calypso style using pentatonic scale.Vocabulary: Calypso, quavers, staff notation, improvise, percussion | **Haiku, music and performance (Hanami Festival) Year 4** Skills: To develop melodies using rhythmic variation, transposition, inversion and looping. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Vocabulary:Col Lengo, duration, dynamics, glissando, forte, piano, syllable |
| YEAR5/6 | **Looping and remixing Year 5** Skills: To know that a loop is a repeated rhythm or melody and is another word for ostinato. To know that a remix that is music that has been changed, usually so it is suitable for dancing to. Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition.Vocabulary: loop, layers, riff, structure, looped rhythm, melody line, remix. | **Carol Service** Skills: Singing and performing | **Dynamics, Pitch and Tempo: Theme Fingle’s Cave - Year 6**Skills: Developing improvisation, discussing musical eras in context, identifying how they have influenced each other – development of musical styles. Recording own composition using appropriate forms of notation and/or technology. Vocabulary: expression, dynamics, pitch, tempo, texture, improvisation, ensemble, depicting | **South Africa Y3/4 Cycle A**Skills: Identify the basic features of staff notation. To recognise and play minims by ear and from staff notation.Vocabulary: Staff notation, minim, semibreves, crotchets, rest, transpose, motifs | **Songs of World War 2 Year 6**Skills: listening and performingVocabulary: expression, dynamics, diaphragm, melody, pitch, counter melody, score, graphic score | **Caribbean Y3/4 Cycle A**Skills: To understand the features of calypso music. To perform a calypso song. Improvise a vocal part in the style of calypso. To understand how and why percussion instruments can be used in music. To recognise and perform quavers from staff notation. To improvise a calypso style using pentatonic scale.Vocabulary: Calypso, quavers, staff notation, improvise, percussion |