

Pipworth Community Primary School Music Curriculum

Performance

**Music Service
Ukulele**

Christmas Performance

Kapow Units

Autumn

Spring

Summer

**EYFS
Organisation
of knowledge**

Vocalising and Singing

Hearing and Listening

Moving and Dancing

Exploring and Playing

EYFS 1

- Communication and Language**
- Sing a large repertoire of songs.
 - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Expressive Arts and Design**
- Remember and sing entire songs.
 - Sing the pitch of a tone sung by another person ('pitch match').
 - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
 - Create their own songs or improvise a song around one they know.

- Communication and Language**
- Enjoy listening to longer stories and can remember much of what happens.
 - Pay attention to more than one thing at a time, which can be difficult.
- Literacy**
- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.
- Expressive Arts and Design**
- Listen with increased attention to sounds.
 - Respond to what they have heard, expressing their thoughts and feelings.
 - Remember and sing entire songs.
 - Sing the pitch of a tone sung by another person ('pitch match').

- Physical Development**
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
 - Skip, hop, stand on one leg and hold a pose for a game like musical statues.
 - Use large-muscle movements to wave flags and streamers, paint and make marks.
 - Start taking part in some group activities which they make up for themselves, or in teams.
 - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

- Communication and Language**
- Start a conversation with an adult or a friend and continue it for many turns.
 - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Personal, Social and Emotional Development**
- Play with one or more other children, extending and elaborating play ideas.
- Expressive Arts and Design**
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
 - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
 - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park
 - Play instruments with increasing control to express their feelings and ideas.

EYFS 1

Look at Me! I am 3!
Learning songs about body parts.
Phase one phonics:
Aspect 1

Who lives in the Woods?
Phase one phonics:
Aspect 2

Rhyme Time!
Phase One phonics:
Aspect 4 Rhythm and Rhyme

Food Glorious Food!
Phase one phonics:
Aspect 5 Alliteration

Down on the Farm.
Phase one phonics:
Aspect 6 Voice Sounds

Oh I do like to be beside the seaside...
Phase one phonics:
Aspect 7 Oral Blending

	Environmental sounds, Aspect 2 Instrumental Sounds and Aspect 3 Body Percussion.	Environmental Sounds Christmas Performance				and Segmenting
EYFS 2	<p>Communication and Language</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. <p>Understanding the World</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Communication and Language</p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Think about the perspectives of others. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers 		

full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS 2	Music in the Round: Rehearsals	Music in the Round: Performance	Kapow Exploring Sound	Kapow Music and Movement	Kapow Transport	Kapow Big Band
		Christmas Performance				
KS1 ARC	Kapow All about me: Pulse and rhythm	Christmas Performance	Kapow Under the Sea: Musical Symbols	Kapow Snail and Mouse: Tempo	Kapow Fairytale: Timbre and Rhythmic Patterns	Kapow Superheroes: Pitch and Tempo
Year 1	Kapow All about me: Pulse and rhythm	Christmas Performance	Concerteenies Project with Polly Ives	Outdoor Learning	Kapow Fairytale: Timbre and Rhythmic Patterns	Kapow Superheroes: Pitch and Tempo
			Kapow Under the Sea: Musical Symbols			
Year 2	Kapow Traditional Western Stories: Orchestral Instruments	Christmas performance	Outdoor Learning	Kapow On this Island: British Songs and Sounds.	Kapow Myths and Legends	Kapow Animals: West African Call and Response song
Year 3	Kapow Chinese New Year:	KS2 Christmas Performance	Kapow Traditional instruments and	Ukulele	Ukulele	Ukulele

	Pentatonic melodies and composition.		improvisations.		Outdoor Learning	
Year 4	Ukulele	Ukulele	Ukulele	Outdoor Learning	Kapow Rivers: Changes in pitch, dynamics and tempo.	Kapow Samba and carnival sounds and instruments.
		KS2 Christmas Performance				
Year 5	Kapow Composition notation	KS2 Christmas Performance	Kapow Blues	Kapow Composition to represent the festival of colour	Kapow Musical Theatre	Outdoor Learning
Year 6	Outdoor Learning	KS2 Christmas Performance	Kapow Theme and variations	Kapow Baroque	Kapow Dynamics, pitch and texture	Kapow Film Music
KS2	KS2 Choir Rehearsals - Young Voices		YV Performance			