



Grimsargh St. Michael's CE Primary School



Music Curriculum Overview 2025/26

Note: we use **the scheme "Kapow" (condensed curriculum)** to support us in our planning. We have moved the units around and adapted them to suit our timetables, cohorts and school events.

Year group /Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Framework Aims:	<p><u>Children in Reception:</u></p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <p><u>End of Reception (ELG's)</u></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. 					
Reception	<ul style="list-style-type: none"> - Nursery rhymes - Counting songs - Songs for routines - Feelings to different music – mark making/links to art and writing (Peter and the Wolf, Peripetie) <p><u>Kapow Unit 1:</u> <u>Exploring sound</u></p> <ul style="list-style-type: none"> - Vocal sounds - Body sounds - Instrumental sounds - Environmental sounds - Nature sounds 	<ul style="list-style-type: none"> - Singing Christmas songs - Attempt to sing in unison and following a melody - Colours of the rainbow - Being imaginative and expressive with percussion instruments where appropriate inc. in Nativity <p>Christmas Nativity Production Rehearsals</p>	<ul style="list-style-type: none"> - Joining in with hymn practise - Joining in with songs as a group, keeping time with the music <p><u>Kapow Unit 2:</u> <u>Music & Movement</u></p> <ul style="list-style-type: none"> - Action songs - Finding the beat - Exploring tempo - Exploring tempo and pitch through dance - Music and movement 	<ul style="list-style-type: none"> - Counting songs - Call and response patterns (copying a rhythm) - Parts of a flower song <p><u>Kapow Unit 3:</u> <u>Transport#</u></p> <ul style="list-style-type: none"> - Exploring different types of transport - Trains - Boats - Cars - Transport journey 	<ul style="list-style-type: none"> - Matching the melody when singing - Responding to music and expressing their feelings about what different songs sound like <p>Garden Party Rehearsals</p>	<ul style="list-style-type: none"> - To move their body in time to the Music, be expressive in movements, to perform dances in time with music, following cues (garden party) <p><u>Kapow Unit 4:</u> <u>Big Band</u></p> <ul style="list-style-type: none"> - What makes an instrument? - Introduction to Orchestra - Follow the beat - Tuned and untuned instruments



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						- Big band performance
KS1 National Curriculum Aims:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Below are the Charanga units (following English Model Music Curriculum to link to overarching half-termly themes) that we will be following throughout the year, along with the associated skills related to national curriculum aims.</p>					
Year 1	<p><u>Kapow Unit 1: Keeping the Pulse</u></p> <ul style="list-style-type: none"> Finding the pulse Singing a sound pattern Using a thinking voice Reading sound patterns Practice makes perfect 	Christmas Production Rehearsals	<p><u>Kapow Unit 2: Sound Patterns (fairytales)</u></p> <ul style="list-style-type: none"> Character voices Starting with instruments Sound patterns Responding to music Fairytale performance 	<p><u>Kapow Unit 3: Pitch (Superheroes)</u></p> <ul style="list-style-type: none"> Recognising sounds Pitch patterns Changing tempo Superhero theme tune Final performance 	Garden Party Rehearsals	<p><u>Kapow Unit 4: Musical Symbols</u></p> <ul style="list-style-type: none"> Showing tempo Exploring dynamics Rhythm Using pitch Under the sea performance
Year 2	<p><u>Kapow Unit 1: Call & Response (animals)</u></p> <ul style="list-style-type: none"> Animal sounds Sound pattern safari Call and response 	Christmas Production Rehearsals	<p><u>Kapow Unit 2: Instruments: Musical Storytelling</u></p> <ul style="list-style-type: none"> Listening for dynamics and tempo Sound effects and dynamics 	<p><u>Kapow Unit 3: Structure: Myths & Legends</u></p> <ul style="list-style-type: none"> Reading and clapping rhythms 	Garden Party Rehearsals	<p><u>Kapow Unit 4: Pitch: Musical Me</u></p> <ul style="list-style-type: none"> Exploring pitch patterns Singing pitch patterns Introducing notation



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	<ul style="list-style-type: none"> - Instrumental response - Dynamics performance 		<ul style="list-style-type: none"> - Creating a soundscape - Using sound to represent events - Musical story performance 	<ul style="list-style-type: none"> - Clapping and writing rhythms - Structure - Compose with structure - Rehearse and perform 		<ul style="list-style-type: none"> - Instrumental pitch practice - Writing musical notation
KS2 National Curriculum Aims:	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>Below are the Charanga units (following Charanga Original Scheme to link to topics) that we will be following throughout the year, along with the associated skills related to the national curriculum aims.</p>					
Year 3	<u>Kapow Unit 1:</u> <u>Ballads</u> <ul style="list-style-type: none"> - What is a ballad? - Performing a ballad - The story behind the song - Writing lyrics - Singing my ballad 	<u>Kapow Unit 2:</u> <u>Developing singing technique (Theme – Vikings)</u> <ul style="list-style-type: none"> - Here come the Vikings! - Sing like a Viking! - Viking notation - Viking battle song 	<u>Kapow Unit 3:</u> <u>Pentatonic melodies and composition (Theme – Chinese New Year)</u> <ul style="list-style-type: none"> - Dragon dance - Pentatonic scale - Letter notation - Enter the dragon - Final performance 	Year 3/4 Production Rehearsals	Garden Party Rehearsals	<u>Kapow Unit 4:</u> <u>Traditional instruments and improvisation (Theme – India)</u> <ul style="list-style-type: none"> - Introducing traditional Indian music and instruments - Playing a rag - Adding a drone



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		- Perform like a Viking	<i>Link up with EYFS & Nursery CNY celebrations</i>			- Introducing the tal - Performing Anile Vaa
Year 4	Clarinet lessons with Lancashire Music Hub	<u>Kapow Unit 2: Changes in pitch, tempo and dynamics (Theme – Rivers)</u> - The singing river - The listening river - The repeating river - The percussive river - The performing river	Clarinet lessons with Lancashire Music Hub	Year 3/4 Production Rehearsals	Clarinet lessons with Lancashire Music Hub + Garden Party Rehearsals	Clarinet lessons with Lancashire Music Hub + <u>Kapow Unit 1 from Y5: Composition of Notation (Theme – Ancient Egypt)</u> - Here come the Egyptians - Hieroglyphic score - Play like an Egyptian - Pitch pyramids - Egyptian farewell
Year 5	Let's Go Sing! Preparation for performance + <u>Kapow Unit 3: South and West Africa</u> - Shosholoza a cappella - Playing Shosholoza - Shosholoza show - Drumming away to Africa - Eight-beat breaks	Let's Go Sing! Preparation for performance	Let's Go Sing! Preparation for performance	Let's go sing performance + <u>Kapow Unit 2: Blues</u> - History of the Blues - Playing a chord - The 12-bar Blues - Blues scale - Improvisation and the Blues	Garden Party Rehearsals + <u>Kapow Unit 4 from Y4: Adapting and Transposing motifs, Theme – Romans)</u> - Here come the Romans - Musical motifs - Motifs and mosaics - Motif development - Combine and perform	Year 5/6 Production Rehearsals



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Year 6	<u>Kapow Unit 1: Dynamics, Pitch & Tempo</u> <ul style="list-style-type: none">- Exploring Fingal's cave- Making waves: pitch and dynamics- Making waves - texture- Group compositions- We are waves	<u>Kapow Unit 2: Theme and Variations (Theme – Pop Art)</u> <ul style="list-style-type: none">- Pop art and music- The young person's guide to the orchestra- Learning the theme- Exploring rhythms- Picturing pop art	<u>Kapow Unit 3: Baroque</u> <ul style="list-style-type: none">- Monteverdi and the invention of opera- Johann Pachelbel and the canon- Henry Purcell and the ground bass- J S Bach and the fugue- George Frideric Handel and the oratorio	SATS/Garden Party Rehearsals	<u>Kapow Unit 4: Composing and performing "A Leaver's Song"</u> <ul style="list-style-type: none">- A single year- Writing chorus lyrics- Writing verse lyrics- Backing track- Creating a melody- The final piece	Year 5/6 Production Rehearsals
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