



Darley Churchtown CE Primary School – 2 year cycle for Music – Kapow lesson titles

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes) Taken from **Model Music Curriculum**

Ensure listening and appreciation, composition and performance elements are covered throughout music lesson.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Can we make friends when we sing together?	Adding rhythm and pitch	Introducing Tempo and Dynamics	Combining Pulse, Rhythm and Pitch	Having Fun with improv.	Explore sound and create a story
Class 2	Sharing musical experiences	Learning more about musical styles	Recognising different sounds	Music partnership	Music partnership	Music partnership
Class 3	Music partnership	Music partnership	Music partnership	Getting started with music tech.	Emotions and musical styles	Exploring key and time signatures

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Explore simple patterns	Focus on Dynamics and Tempo	Explore feelings through music	Invent a musical story	Music that makes you dance	Exploring improv.
Class 2	Music partnership	Music partnership	Music partnership	Create simple melodies	Connecting notes and feelings	Purpose, identity and expression in music
Class 3	Young Voices	Young Voices	Gaining confidence through performance	Music partnership	Music partnership	Music partnership



Progression map showing key skills to be taught over the curriculum cycle

Progression Of Knowledge and Skills Years 1 - 6 charanga™

Musicianship: Understanding Music

Year 1	Year 2	Year 3
Use body percussion, instruments and voices.	Use body percussion, instruments and voices.	Use body percussion, instruments and voices.
In the key centres of C major, F major, G major and A minor.	In the key centres of C major, G major and A minor.	In the key centres of C major, F major, G major and A minor.
Find and keep a steady beat together.	Find and keep a steady beat.	In the time signatures of 2/4, 3/4 and 4/4.
Understand the difference between creating a rhythm pattern and a pitch pattern.	Copy back simple rhythmic patterns using long and short.	Find and keep a steady beat.
Copy back simple rhythmic patterns using long and short.	Copy back simple melodic patterns using high and low.	Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.
Copy back simple melodic patterns using high and low.	Complete vocal warm-ups with a copy back option to use SoLa.	Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C
Complete vocal warm-ups with a copy back option to use SoLa.	Sing short phrases independently.	
Year 4	Year 5	Year 6
Use body percussion, instruments and voices.	Use body percussion, instruments and voices.	Use body percussion, instruments and voices.
In the key centres of C major, F major, G major and A minor.	In the key centres of C major, G major, D major, F major and A minor.	In the key centres of C major, G major, D major, A minor and D minor.
In the time signatures of 2/4, 3/4 and 4/4.	In the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	In the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.
Find and keep a steady beat.	Find and keep a steady beat.	Find and keep a steady beat.
Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.	Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
Copy back melodic patterns using the notes: C, D, E G, A, B C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, B, C, D, E G, A, B, C, D, E, F#, G	Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, B, C, D, E G, A, B, C, D, E, F#, G	Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F#, G D, E, F#, G, A, B, C, D, E A, B, C, D, E, F#, G



Medium term plan showing objectives taught in each year group – Lesson titles - For full plans and objectives please see Charanga site

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	- Find a beat 1-2-3-4-5 - Head, shoulders, Knees and toes - Shapes - We talk To animals .	- Twinkle, Twinkle little star - In the Orchestra - Daisy Bell - Dancing Dinosaurs - Rock a bye baby	If you're happy and you know it Sing me a song Sparkle Rhythm in the way we walk Big bear funk	Days of the week Name song Cuckoo Upside down Hush little baby	- Getting dressed - Dress up - Brush our teeth - Get Ready - Up and down .	The bear went over the mountain In the sea Alice the camel Ten green bottles Zootime
Class 2	- Friendship song (1) - Friendship song (2) - Family (1) - Family (2) - Come On Over	- He's got the whole world in his hands (1) - He's got the whole world in his hands (2) - Why Does Music Make A Difference? (1) - Why Does Music Make A Difference? (2) - Panda extravaganza	- Michael row the boat (1) - Michael row the boat (2) - The Dragon Song (1) - The Dragon Song (2) - Follow Me	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



Class 3	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- Ghost parade - Ghost parade - Words can hurt - Words can hurt - Joyful, joyful	- The Sparkle in my life - The Sparkle in my Life - Dreaming of Mars - Dreaming of Mars - Get On Board	- Freedom in coming - Freedom in coming - All over again - All over again - Do you ever wonder?
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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	As Year A	As Year A	As Year A	As Year A	As Year A	As Year A
Class 2	- Music in my soul (1) - Music in my soul (2) - Hey friends (1) - Hey Friends (2) - Hello	- Sparkle in the sun (1) - Sparkle in the sun (2) - Listen (1) - Listen (2) - The Orchestra song	- Rainbows (1) - Rainbows (2) - Hands, feet, heart (1) - Hands, feet, heart (2) - All around the world	- Helping each other (1) - Helping each other (2) - The Music Man (1) - The Music Man (2) - Lets Sing Together	- I wanna play in a band (1) - I wanna play in a band (2) - Music is all around (1) - Music is all around (2) - Saying Sorry	- The sunshine song (1) - The sunshine song (2) - Four white horses (1) - Four white horses (2) - Down in the Bay
Class 3	Music Partnership	Music Partnership	Music Partnership	Let you spirt fly (1)	Train is A-Comin'	You can see it through



	-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- Let your spirit Fly (2) - Frere Jacques (1) - Frere Jacques (2) - The Other side of the moon	- Train is A-Comin' - Oh Happy Day - Oh Happy Day - A World of Sound	- You can see it through - Octopus Slide - Octopus Slide - Connect
Class 4	- Young Voices - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- Young Voices - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	- Young Voices - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (Music theory lesson when Young Voices is complete) - Music vocabulary (Italian names)	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Music Partnership - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



			and notation, including staves and note names, <practical with instruments>			
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