FAIRLAWN & HASELTINE FEDERATION

Haseltine PRIMARY SCHOOL

# Music : Whole-School Curriculum Map

At Haseltine, we believe in the **power of music** to enable us to **unify, immerse and communicate** enabling us to understand and navigate the world around us. At Haseltine, we follow an adapted version of the "'Condensed *Kapow*! Musical Scheme'.

N.B. Y4 samba units alternate with Kapow units for each class through the year

**Key:** confirmed performance opportunity  OAs covered in whole-class instrumental sessions/ singing assemblies

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| **EYFS** | *Music is embedded throughout the Foundation Stage curriculum and is taught as part of the children's learning across the year. It forms a key element of the specific area of learning, Expressive Arts and Design: Being Imaginative, as outlined in the Foundation Stage Framework (2014) and supported by the Development Matters Framework. Music plays an important role in supporting children's personal and social development. For example, counting songs help to develop early mathematical skills, while music from a range of cultures broadens children's understanding of the world around them.* |

| | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|---|---|---|---|---|---|---|
| **Year 1** | **Keeping the pulse** (My favourite things) | **NATIVITY** | + **Tempo** (Snail and mouse) | **Sound patterns** (Fairy tales) | **Pitch** (Superheroes) | **Musical symbols** (Under the sea) |
| **Year 2** | **Call and response** (Animals) | **NATIVITY** | **Instruments** (Musical storytelling) | **Singing** (On this island) | **Structure** (Myths and Legends) | **Pitch** (Musical me) |
| **Year 3** | **instrumental tuition: ukulele (1.5 terms shared across the year)** | | | | | |
| | | **Developing singing technique** OAs covered in Singing | | **Ballads** | **Pentatonic melodies and composition** (Theme: Chinese New Year) | **Traditional instruments and improvisation** (Theme: India) |

| | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|---|---|---|---|---|---|---|
| **Year 4** | **instrumental tuition: samba drumming (1.5 terms shared across the year)** | | | | | |
| | **Changes in pitch, tempo and dynamics** (Theme: Rivers) | **Body and tuned percussion** (Rainforests) | **Adapting the transposing motifs** (Romans) | | **Samba and Carnival** OAs covered in Samba | |

| | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|---|---|---|---|---|---|---|
| **Year 5** | | | | **instrumental tuition: ukulele (1.5 terms shared across the year)** | | |
| | **Blues** | **Looping and mixing** | **Musical Theatre** | | **South and West Africa** OAs covered in Singing | |

| | A1 | A2 | Sp1 | Sp2 | Su1 | Su2 |
|---|---|---|---|---|---|---|
| **Year 6** | **Dynamics, pitch and tempo** (Theme: Fingal's Cave) | **Film Music** | **Songs of WWI (adapted from WWII)** | **(SATs) Baroque Composing + performing a leaver's song** | **Year 6 production** | **Year 6 production** |