



**Chandlers Field Primary School**  
**Music Curriculum**  
**Whole School Overview 2024-2025**

<b>Intent</b>	<p>At Chandlers Field Primary School, music is taught inclusively to ensure all children develop a love of music and feel confident in their musical abilities. By engaging in singing, playing instruments, composing, and listening to a variety of music, students will explore music from different cultures and historical periods, developing skills such as teamwork, creative thinking, and problem-solving. We believe that all children have the right to access a wide variety of subjects, including the arts. The Music curriculum is</p>
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	<p>designed to be inclusive, to help children to feel that they are musical, and to develop a life-long love of music. Due to this ethos, we use the Kapow Primary Music scheme, which focuses on developing the skills, knowledge and understanding that children need to become confident in the three pillars of musical education taken from the National Curriculum: performance, composition, and listening. The Kapow curriculum introduces children to music from all around the world and across generations, teaching children to respect and</p>
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	<p>appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, the Kapow curriculum helps children develop transferable skills such as team-working, leadership, creative thinking,</p>
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	<p>problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum and the aims of the scheme align with those in the National Curriculum.</p>
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Implementation	<p><u>Foundation Stage</u> <u>(Nursery and Reception)</u></p> <p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"><li>o Intr odu ce basi c mus ical conc epts thro ugh nurs ery rhy mes and play -bas ed acti</li></ul>
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	brati ons (Diw ali, Han ukka h, Chri stm as). o Dev elop liste ning skill s by con nect ing mov eme nts to the dyn ami cs of
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	music. o Example Activity: <b>Celebration Music –</b> Exploring sounds through songs and rhythm exercise s
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	during Diwali or Christmas.
	<b><u>Reception:</u></b>
	<ul style="list-style-type: none"><li>o Focus on reinforcing musical concepts through singing and</li></ul>



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	exp erim enti ng with diffe rent instr ume nts. o Use bod y mov eme nts and sim ple perc ussi on to expl ore dyn ami
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	ting feeli ngs thro ugh mus ic.
	<u>Key Stage 1 (Years 1 and 2)</u>
	<u>Year 1:</u>
	o Foc us on puls e, dyn ami cs, and tem po. Intr odu



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	ce mus ical sym bols and repr ese ntati on of sou nds in stori es. o Exa mpl e Acti vity: <b>Fair ytal es – Usin g clap</b>
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	ping and voca l acti vitie s to reinf orce rhyt hmi c patt erns .
	<u>Year 2:</u>  o Dev elop call- and- resp ons



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	ami cs. o Exa mpl e Acti vity: <b>Spa ce Mus ic –</b> Com posi ng and playi ng rhyt hms to repr ese nt the plan ets
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Lower Key Stage 2  
(Years 3-4)

Year 3:

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	us on stor ytell ing thro ugh mus ic and inco rpor atin g cult ural the mes . o Exa mpl e Acti vity: <b>Chin ese New</b>
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	<p>Year</p> <p>–</p> <p>Crea</p> <p>te</p> <p>pent</p> <p>aton</p> <p>ic</p> <p>mel</p> <p>odie</p> <p>s</p> <p>inspi</p> <p>red</p> <p>by</p> <p>the</p> <p>festi</p> <p>val.</p> <p><u>Year 4:</u></p> <p>o Intr</p> <p>odu</p> <p>ce</p> <p>mor</p> <p>e</p> <p>stru</p> <p>ctur</p> <p>ed</p>
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	instr ume ntal wor k. Stud ents expl ore rhyt hms usin g tune d perc ussi on and exp erim ent with dyn ami cs.
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	<div>o Example Activity: <b>Samba and Carnival</b> – Use South American rhythms and performing using traditional</div>
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	sam ba instr ume nts.
	<u>Upper Key Stage 2</u> <u>(Years 5-6)</u>
	<u>Year 5:</u>
	o Emp hasi ze the imp orta nce of nota tion, rhyt hm, and impr ovis atio



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	n thro ugh genr es like Blue s, and intr odu ce tradi tion al Afric an mus ic. o Exa mpl e Acti vity: <b>Loo ping and</b>
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	<p>Remixing – Exploring remixing techniques and use of loops in modern dance music.</p> <p><u>Year 6:</u></p> <ul style="list-style-type: none"><li>o Focus on</li></ul>
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	more advanced composition and performance skills, especially through Baroque music and the crea
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	tion of grap hic scor es. o Exa mpl e Acti vity: <b>Film Mus ic Com posi tion</b> – Crea te sou ndtr acks and grap hic scor
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**Key Vocabulary  
and Skills**

Each year group  
will be introduced  
to relevant musical  
vocabulary, with a  
focus on  
performance,  
composition, and  
listening:

- **Year 6** will  
learn terms  
like  
"canon,"  
"fugue,"  
"texture,"  
and  
"graphic  
score."



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- **Year 5** will focus on terms such as "12-bar Blues," "syncopation," and "tuned percussion."
- **Year 4** will delve into terms like "ostinato," "motif," and "samba breaks."

**Assessment and Progression**

- Ongoing formative assessment



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	<p>will track progress in performance, composition, and listening.</p> <ul style="list-style-type: none"><li>• A summative performance in the final term will assess students' growth in music comprehension and creativity (e.g., Year 6 Leavers' Song).</li><li>• Students will also reflect on</li></ul>
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	their experience s in their learning journals, focusing on the skills they have acquired throughout the year.
Impact	By the end of the year, all students will have developed confidence in performing and composing music, with a strong understanding of cultural and historical contexts. They will have gained a broad appreciation of music, from traditional global



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	music to modern genres.					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Nursery</b>	Continuous Provision	<b>Celebration Music</b>  Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<b>Exploring Sound</b> Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.	<b>Music and Movement</b>  Creating simple actions to well-known songs, learning how to move to a beat and expressing their feelings and emotions through movement to music.	<b>Musical Stories</b> Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	<b>Big Band</b>  Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
<b>Reception</b>	Continuous Provision	<b>Celebration Music</b>  Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<b>Exploring Sound</b> Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.	<b>Music and Movement</b>  Creating simple actions to well-known songs, learning how to move to a beat and expressing their feelings and emotions through movement to music.	<b>Musical Stories</b> Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	<b>Big Band</b>  Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
<b>Waterloo</b>						
<b>Wimbledon</b>						



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YEAR 1	<b><u>Pulse and Rhythm</u></b> <b><u>All About Me</u></b> Identify the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities	<b><u>Classical Music, Dynamics and Tempo</u></b> <b><u>Animals</u></b> Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.	<b><u>Musical Vocabulary</u></b> <b><u>Under The Sea</u></b> <b><u>Exploring Key Musical Vocabulary</u></b> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	<b><u>Timbre and Rhythmic Patterns</u></b> <b><u>Fairy Tales</u></b> Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.	<b><u>Pitch and Tempo</u></b> <b><u>Superheroes</u></b> Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.	<b><u>Vocal and Body Sounds</u></b> <b><u>By The Sea</u></b> Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.
	<b><u>Key Vocab</u></b> Rhythm pulse	<b><u>Key Vocab</u></b> Fast slow Quiet dynamics tempo musical composition	<b><u>Key Vocab</u></b> Pulse dynamics Tempo celeste Timbre pitch Rhythm structure Texture Graphic score	<b><u>Key Vocab</u></b> Timbre pulse Rhythm syllables Strings timpani Oboe clarinet Bassoon flute French horn	<b><u>Key Vocab</u></b> accelerando high pitched low pitch perform performance pitch pitch pattern tempo	<b><u>Key Vocab</u></b> body percussion graphic score instruments Pitch seaside Sounds tempo Timbre dynamics
YEAR 2	<b><u>West African Call and Response Song</u></b> <b><u>Animals</u></b> Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.	<b><u>Orchestral Instruments</u></b> <b><u>Traditional Stories</u></b> Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	<b><u>Musical Me</u></b> Learning to sing the song 'Once a Man Fell in the Weel!' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	<b><u>Dynamics, Timbre, Tempo and Motifs</u></b> Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.	<b><u>On the Island: British Songs and Sounds</u></b> Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.	<b><u>Myths and Legends</u></b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of the song.



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	<u><b>Key Vocab</b></u> Timbre dynamics Tempo rhythm structure call and response	<u><b>Key Vocab</b></u> Orchestra instruments Strings woodwind Brass percussion Vocals sound effect Timbre dynamics tempo	<u><b>Key Vocab</b></u> Rhythm pulse Dynamics timbre Beat melody notation	<u><b>Key Vocab</b></u> soundscape Timbre dynamics Tempo motif	<u><b>Key Vocab</b></u> composition Duration dynamics Inspiration pitch Structure tempo Texture timbre	<u><b>Key Vocab</b></u> Beat compose Composition Dynamics graphic score Legend melody Myth notation Pitch rhythm stave notation Structure tempo Texture timbre
<b>YEAR 3</b>	<u><b>Ballads</b></u> Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	<u><b>Creating Compositions in Response to an Animation</b></u> Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.	<u><b>Developing Singing Technique</b></u> Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	<u><b>Pentatonic Melodies and Composition</b></u> Using the story of Chinese New Year as a stimulus; revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	<u><b>Jazz</b></u> Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhymes using tuned percussion.	<u><b>Traditional Instruments and Improvisation</b></u> Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.
	<u><b>Key Vocab</b></u> ballad ensemble compose	<u><b>Key Vocab</b></u> Influence listen Dynamics timbre pitch repeated rhythm Pattern notation Ensemble Compose	<u><b>Key Vocab</b></u> composition Melody notation Tempo minim Crotchet quaver coordinated disciplined	<u><b>Key Vocab</b></u> tempo crescendo dynamics timbre duration	<u><b>Key Vocab</b></u> call and response Dixieland jazz Motif Ragtime Rhythm scat singing straight quaver swung quaver syncopation	<u><b>Key Vocab</b></u> Bollywood Drone dynamics Notation rag Sitar tabla Tanpura tala tempo
<b>YEAR 4</b>	Body and Tuned Percussion Rainforests	Rock and Roll Learning about the origin and features of	Changes in Pitch, Tempo and Dynamics	Haiku, Music and Performance	Samba and Carnival Sounds and Instruments Introducing samba and the sights and sounds of	Adapting and Transposing Motifs Romans



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	Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a whole-class piece.	Linking to Geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Using descriptive vocabulary to create Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.	the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.
	<u>Key Vocab</u> Pitter patter Raindrop clapping Clicking keyboard body percussion Tempo rhythm Boom snap Structure texture Contrast higher Lower compose Loop melody Pitch inspiration	<u>Key Vocab</u> rock and roll hand jive 1950's tempo dynamic notation style	<u>Key Vocab</u> a cappella breathing dynamics harmony listen texture tempo ostinato percussion layer	<u>Key Vocab</u> Hanami cherry blossom Pitch sound Glissando pizzicato composer composition col legno haiku Syllables melody Dynamics tempo	<u>Key Vocab</u> Agogo bateria Caixa carnival Chocalho composition Crescendo cowbell Dynamics ensemble Features Ganza Influenced unison metronome off-beat Percussion pulse Repique rhythm rhythmic break Samba Samba breaks Structure Surdo syncopated rhythms Tamborim texture untuned percussion	<u>Key Vocab</u> bass line beat Compose crotchet Flats transpose in-time in-tune Key key signature Loop lyrics Minim motif Notation ostinato Pitch quavers Repetition rhythm Riff semibreve Sharps tempo tuned instrument vocal warm-ups call and response backing track dotted minim graphic notation repeating patterns rhythmic notation
<b>YEAR 5</b>	Composition Notation Ancient Egypt Identify the pitch and rhythm of written notes	Blues Identify the key features and mood of Blues music and its importance and	South and West Africa Learning 'Shosholozo' a Traditional South African song, playing the	Composition to Represent the Festival of Colour	Looping and Remixing Learning how dance music is created, focusing particularly on the use of	Musical Theatre An introduction to musical theatre, learning how singing,



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	and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	purpose. Learning the 12-bar blues and the blues scale and combining these to create an improvised piece with a familiar, repetitive backing.	accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Exploring the associations between music, sounds and colour, composing and, as a class performing their own musical composition to represent Holi.	loops, and learning how to play a well-known song before putting a dance spin on it to create their own versions.	acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.
	<u>Key Vocab</u> Features notation Repeating unison Composition structure Repetition melody Tempo compose Ensemble minor key	<u>Key Vocab</u> Blues chord 12-bar Blues Bar scale Blues scale bent notes ascending scale descending scale improvisation	<u>Key Vocab</u> a cappella dynamics call and response Performance chord improvisation Ostinato break poly-rhythms master drummer Syncopation	<u>Key Vocab</u> synesthesia dynamics Holi graphic score vocal composition performance	<u>Key Vocab</u> Accuracy backbeat body percussion Fragment layers Loop melody looped rhythm melody line Notation ostinato Remix rhythm Riff structure	<u>Key Vocab</u> Action song Backdrop Book musical Character song Choreographer Composer Comic opera Costumes Designer Dialogue Director Duet Ensemble Hip-hop musical Jukebox musical Librettist Libretto Lyricist Musical director Musical theatre Opera Operetta Performers Props Rock musical Scene Solo Tempo Timbre Transitions



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<b>YEAR 6</b>	<p>Baroque</p> <p>Define some key features of Baroque music. Compose a ground bass melodic ostinato. Name some well-known Baroque composers and describe what musical features they were known for.</p>	<p>Dynamics, Pitch and Tempo</p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Songs of WW2</p> <p>Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p>	<p>Film Music</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>	<p>Themes and Variations Pop Art</p> <p>Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments.</p>	<p>Composing and Performing a Leavers' Song</p> <p>Creating their own leavers song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four-chord backing track and composing melodies.</p>
	<p><u><b>Key Vocab</b></u></p> <p>Baroque bass clef canon fugue ground bass opera oratorio polyphonic recitative</p>	<p><u><b>Key Vocab</b></u></p> <p>audio/video depicting texture pitch dynamics conductor improvisation notation graphic score composition practising group work ensemble</p>	<p><u><b>Key Vocab</b></u></p> <p>Music morale Britain troops Frontline Vera Lynn Contrast tempo higher and lower Diaphragm melody Phrase graphic score pitch Do Re Mi Fa So La Ti counter-melody Harmony Solfa</p>	<p><u><b>Key Vocab</b></u></p> <p>accelerando body percussion Brass characteristics Chords chromatics Clashing composition Convey crescendo Descending dynamics Emotion imagery Improvise interpret Interval major Melodic minor Modulate orchestral Pitch sequence Solo soundtrack Symbol timpani Tension texture Tremolo unison</p>	<p><u><b>Key Vocab</b></u></p> <p>3/4 time 4/4 time accidentals body percussion Diaphragm legato Motif orchestra Percussion phrases Pitch pizzicato Pulse quaver Rhythm rhythmic elements section semi-quaver Staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI Translate variations vocal line woodwind</p>	<p><u><b>Key Vocab</b></u></p> <p>Allegro arrangement backing track chorus chord progression Compose crescendo Diminuendo dynamics Evaluate forte Largo lyrics Melody mood musical features Notation piano Poetic structure Repetitive rhyme Ritardando tempo Sequence stave notation Upbeat verse</p>