# FELSTED PRIMARY SCHOOL MUSIC CURRICULUM MAP
# KAPOW SCHEME 2026-2027

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|---|---|---|---|---|
| **EYFS** | Exploring sound | Celebration music | Music and movement | Musical stories | Transport | Big Band |
| **Year 1** | My favourite things: Keeping the pulse | Snail and mouse: Tempo | Seaside: Dynamics | Fairytales: Sound patterns | Superheroes: Pitch | Under the sea: Musical symbols |
| **Year 2** | Animals: Call and response | Musical storytelling: Instruments | On this island: Singing | Space: Contrasting dynamics | Myths and legends: Structure | Musical me: Pitch |
| **Year 3** | Mountain melodies: Steps and leaps | Reading rhythms: Patterns and layers | Inspired by India: Musical improvisations | Music technology: Introduction to music technology | Reggae rhythms: Playing in a band | Baroque meets pop: Building harmony |
| **Year 4** | Singing in parts: Loops and layers | Musical motifs: Reading the stave | Sounds of China: Scales and structure | Music technology: Loops | 12 bar blues: Playing in a band | Minimalist melodies: Developing patterns |
| **Year 5** | Music in nature: Chords and melodies | Three-chord pop: Playing in a band | West African rhythms: Create, play and perform | Music technology: Games | Stage and song: Storytelling through music | Samba sounds: Rhythm and groove |
| **Year 6** | Four-chord pop: Playing in a band | Songs that speak: Lyrics and messages | Bhangra beats: Rhythm and movement | Music technology: Electronic dance music | Theme and variations: Developing melodies | Leavers: Our story in song |