

Music

Long-term plan

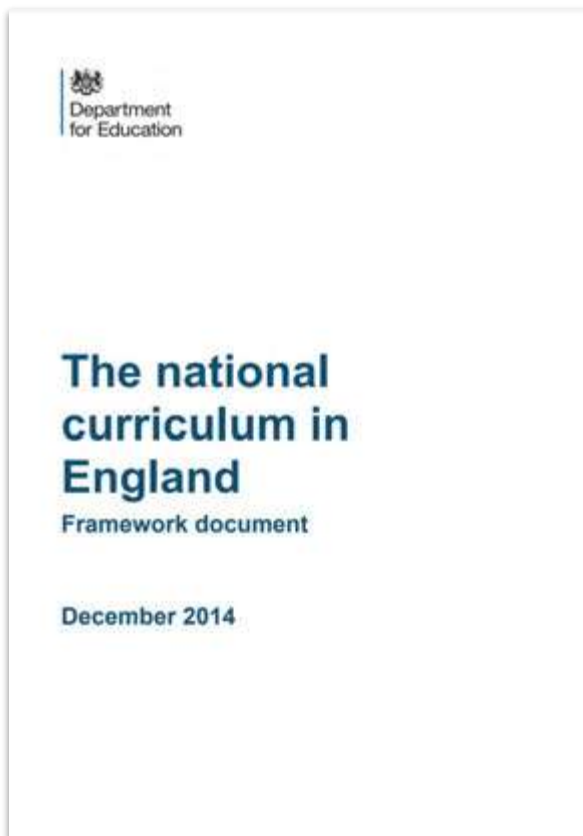
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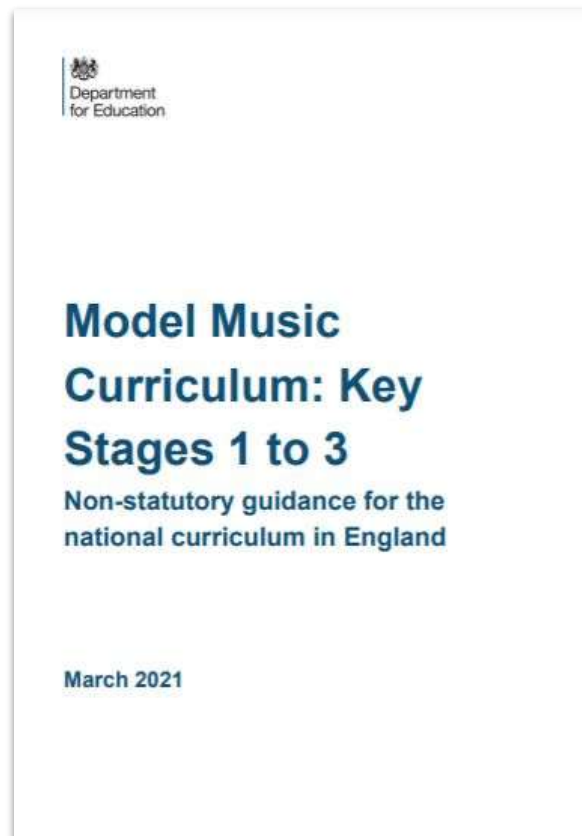
Kapow
Primary™

How does Kapow Primary help our school to meet the statutory guidance for Music?

Our scheme of work fulfils the statutory requirements for computing outlined in the **National Curriculum (2014)** and follows the principles outlined in the non-statutory [Ofsted Research review series: Music](#) and **HM Government's National Plan for Music** which explains how to build on the Department for Education's **Model Music Curriculum (2021)** to deliver high quality music in schools. For more information please see our [Guide: Model music curriculum alignment](#).



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How does Kapow Primary's scheme for Music align with the National Curriculum?

Our scheme of work fulfils the statutory requirements of the **National Curriculum (2014)**. The National Curriculum for Music aims to ensure that all pupils:

★ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

★ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

★ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

From these aims, we have identified five strands which run throughout our scheme of work:

Listening and evaluating

Creating sound

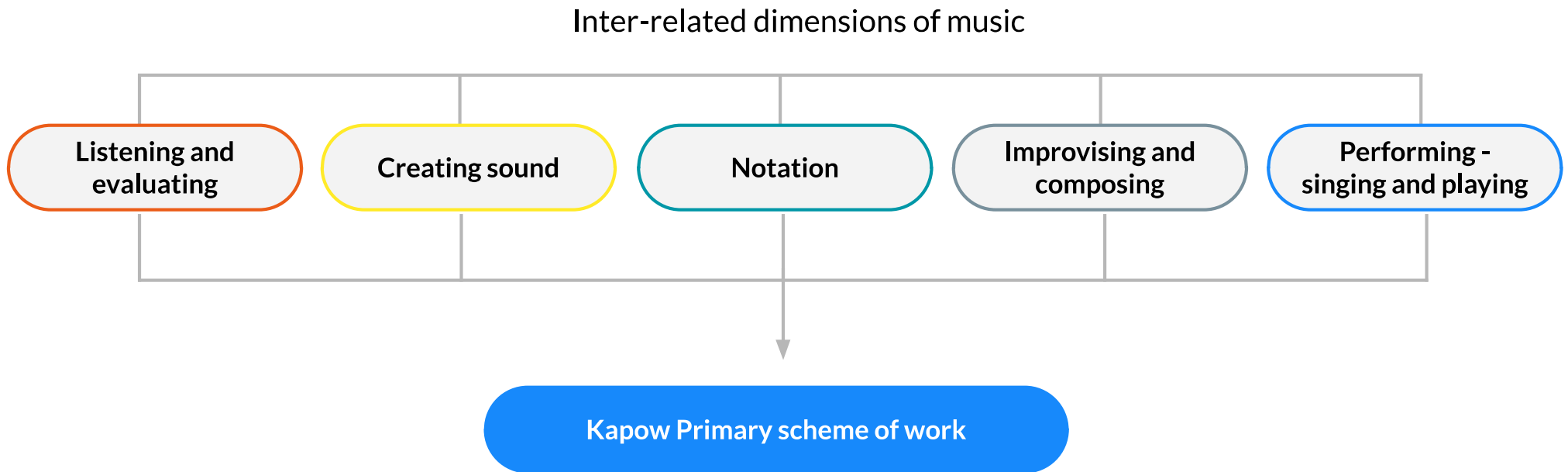
Notation

Improvising and composing

Performing - singing and playing

Our [National curriculum mapping](#) document shows which of Kapow Primary's units cover each of the National curriculum attainment targets as well as each of our six strands. National curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch.
- Duration (including pulse and rhythm).
- Dynamics.
- Tempo.
- Timbre.
- Texture.
- Structure.
- Appropriate musical notation.



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the [Progression of knowledge and skills](#) document.

Exploring the strands

Listening and evaluating

Listening to music is important to develop an appreciation for music but listening with a critical ear also allows pupils to recognise how music is constructed and how it impacts the listener.

Listening and evaluating is therefore the precursor to **Improvising and composing** and **Performing**.

By exposing pupils to a diverse range of music from various cultures and historical periods, this strand also fosters an understanding of the history of music.

Creating sounds

Learning technical proficiency with an instrument takes time, and the ability to create and control sound is fundamental to making music.

This proficiency requires knowledge of specific instruments, including how to hold and play them, as well as the development of fine (and sometimes gross) motor skills and postural awareness.

When it comes to singing, controlling breathing and voice modulation to create dynamic contrasts is crucial.

Notation

In order to compose and perform longer pieces of music, pupils need to understand notation as a means of communicating musical ideas.

They will learn that the position of notes on the staff indicates their pitch, and that the symbols used represent the duration of each note or rest.

Our aim is for pupils to be able to 'work out' how to read a simple piece of music from a given starting note by applying the principles of staff notation, rather than reading music by sight or simply memorising musical pieces. See [here](#) for more information.

Improvising and composing

Improvisation in music involves creating music spontaneously, without prior planning or written notes. This helps pupils build confidence, express themselves freely, and develop flexibility in their musical thinking.

Composition tasks require students to plan and structure their musical ideas. This structured approach strengthens their ability to organise thoughts systematically and often use notation to record their ideas.

Find out more about the composing process [here](#).

Performing - singing and playing

Performing provides pupils with a practical reason to hone and apply their musical skills.

It promotes group practice and collaboration, as pupils work together to achieve an aim.

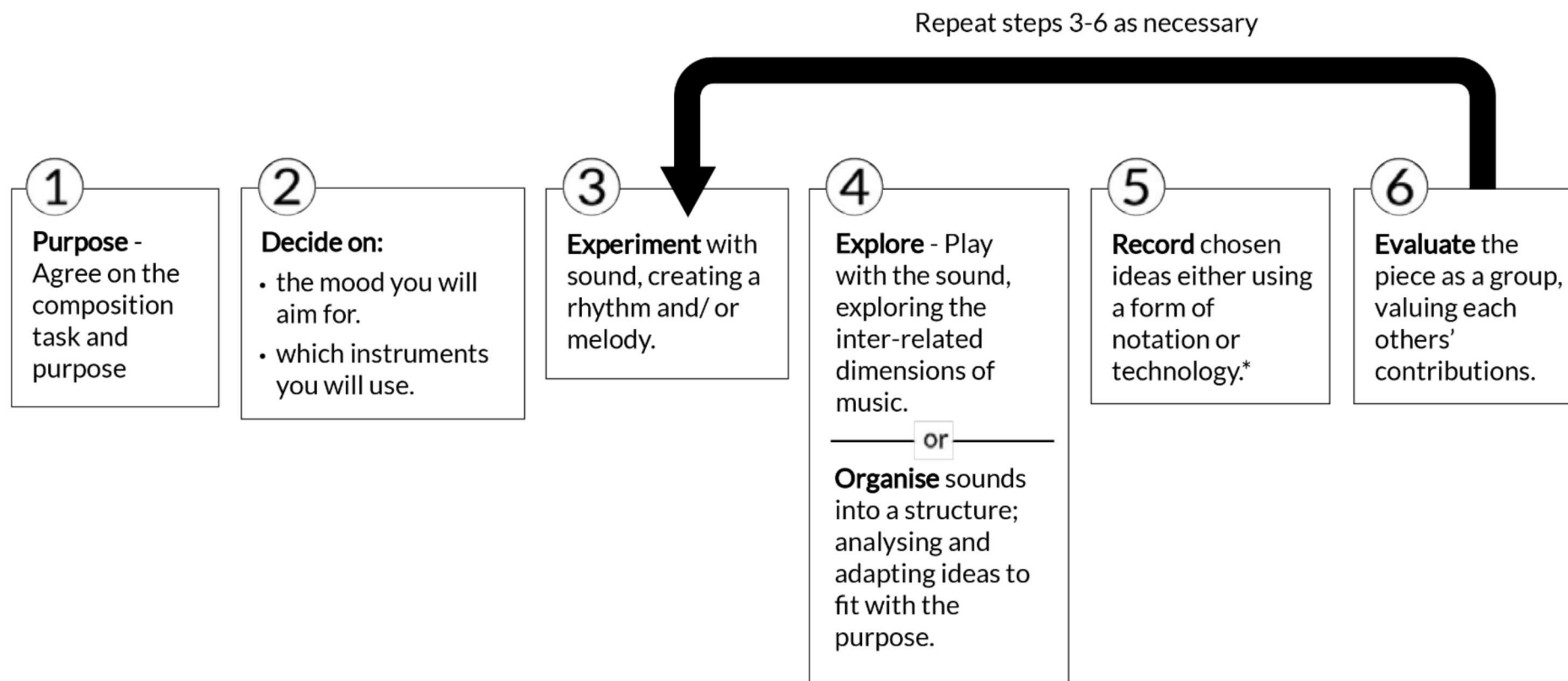
This experience not only boosts pupils' confidence and self-esteem but also enhances their awareness of themselves and others within the group.

Find out more about the group practising process [here](#).

Improvising and composing - The composition process

Improvisation in music involves spontaneously creating music without prior planning or written notes. This practice helps pupils develop confidence, expression, and flexibility. In contrast, formal composition tasks require students to plan and structure their musical ideas, teaching them about form, dynamics, and the cohesive development of themes. This structured approach enhances their ability to organise thoughts systematically and use musical notation to record their ideas. The process of composing music engages students in an iterative process where they evaluate their choices and the impact of their work.

This chart is designed to help teachers and older pupils work methodically through the composition process and develop independence in doing so.



*As pupils compose longer pieces, they may need to record decisions made, melodies composed etc. This could be done at any part of the process to relieve working memory.

Notation - Reading stave notation (UKS2)

The Model Music Curriculum (MMC) suggests that by the end of Year 6, pupils should be able to 'read and play from notation a four-bar phrase, confidently identifying note names and durations.' Our curriculum is designed to support children in achieving this standard by teaching them the fundamental principles of music notation, enabling them to work out the notes in a short phrase of music, rather than just recognising them by sight.

In order to read a short phrase of music, pupils should first be prompted to consider duration and identify the rhythm of the piece, before incorporating pitch and finally combining the two elements together (see below).

Understand how many beats in each bar.

Examine where the long sounds are.

Slowly count in and clap the rhythm. Repeat until confident.

Examine the pitch, are there any notes that stay the same or are there any leaps?

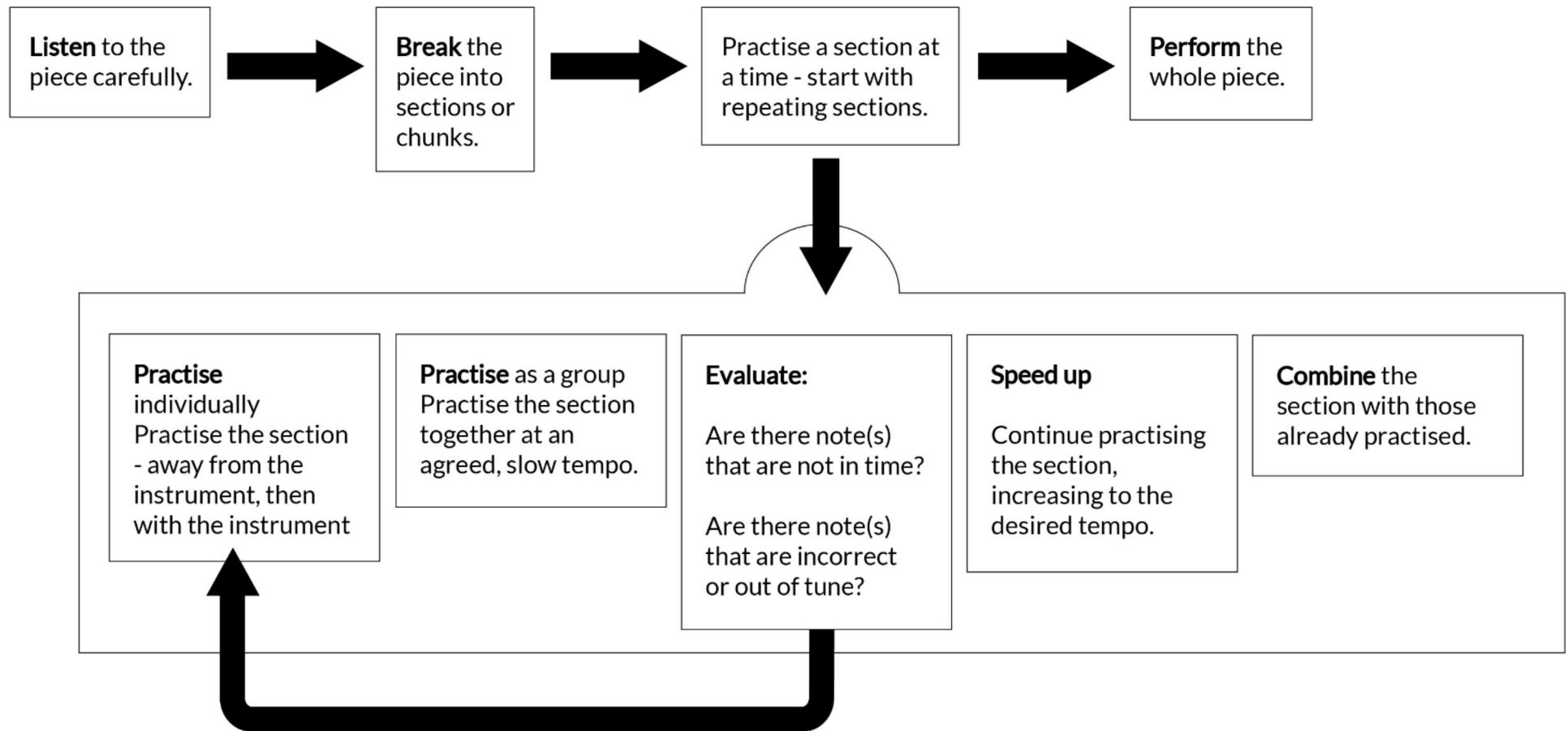
Play the starting note and try to sing/hum the pitch.

Sing/hum the pitch whilst doing silent practice on instrument.

Slowly combine the pitch and rhythm, with a count in.

Performing - The group practice process

In order to perform a piece of music confidently as a group, focused group practice time is essential. This chart can help teachers and older pupils to use practice time more effectively.



Different types of knowledge in music

The Ofsted research review series: music, states that pupils learn in music by acquiring three types of knowledge: tacit, procedural or declarative.

Substantive knowledge

Declarative knowledge - 'knowing that'

This is the factual information and concepts pupils learn that can be clearly stated or 'declared.' It includes:

- Being able to name musical instruments and their characteristics.
- Understanding musical terminology, such as pitch, tempo, rhythm etc.
- Naming symbols used in musical notation and what they represent.
- Knowing about musical styles and genres and their cultural and historical background.
- Knowing about significant figures in music.

This type of knowledge is most often developed in our '**Listening and evaluating**' and '**Notation**' strands.

Disciplinary knowledge

Procedural knowledge - 'knowing how'

Playing music is a skill, but to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge such as:

- How to hold the instrument correctly.
- How to produce different sounds with the instrument.
- How to read the notation in front of them.
- How to play a melody in time.

There is a crossover between tacit and procedural knowledge - to some extent this procedural knowledge may be gained instinctively but it may not, or it may need refining, and our Kapow curriculum details when procedural knowledge will be explicitly taught to pupils.

Procedural knowledge is most often developed in our '**Creating sound**,' '**Improvising and Composing**' and '**Performing**' strands.

Tacit knowledge - 'knowing intuitively'

Much of the knowledge gained in music learning is gained through experience of music and informal listening, not through direct instruction. Tacit knowledge can be both substantive or disciplinary and includes:

- Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music.
- Learning how to hold instruments through hands-on experience.
- Understanding pitch and tone in singing through practise and imitation.
- Instinctively moving to music, showing an understanding of rhythm and expression through their bodies.
- Understanding that music can evoke feelings, by listening and reacting to different types of music.

In the Kapow Primary curriculum, there are many opportunities for pupils to develop this tacit knowledge. In EYFS (Reception) and Key Stage 1, children are encouraged to explore instruments, sound and emotions and as they develop musically, this tacit knowledge is refined with more explicit instruction. Tacit knowledge is most often developed in our: '**Listening and evaluating**,' '**Creating sound**' and '**Improvising and composing**' strands where pupils develop an intuitive understanding of music.

Instrument use in school: Untuned instruments

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the midline of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



güiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

Instrument use in school: Tuned instruments

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C



xylophone



glockenspiel



piano/
keyboard



hand bells



chime bars

Group D



ukulele



recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.

Diversity in the Kapow Primary Music curriculum

In the main scheme, we include:

- A wide range of music from every continent in the world.
- Discrete units on [Indian classical music](#), [Samba](#), and [South and West Africa](#).
- A wide variety of musical genres studied including: folk, pop, jazz, baroque, blues and rock and roll.
- Both contemporary and traditional music.
- Representation of composers and musicians from diverse ethnic backgrounds.
- Representation of both male and female musicians.

For further information, see [Music: List of songs, artists and composers](#).

In the instrumental scheme, we include:

- Only one western form of music represented - minimalism (which in itself is heavily influenced by non-Western traditions).
- Discrete units on Calypso, Salsa, Gumbboot dancing, Bollywood, and Gamelan music - exploring each musical tradition in depth.
- Discussion of broader issues e.g. slavery and the impact of movement of peoples on the development of musical styles.



A spiral curriculum

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- ✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Is there any flexibility in the Kapow Primary music scheme?

Our Music scheme of work is organised into units. Within each unit, lessons must be taught in order as they build upon one another.

Within Key stage 1, units should be taught in the order suggested on this long-term plan as they build progressively. In Key Stage 2, the units are arranged to optimise musical development and understanding. However, there is flexibility to adjust the order of these units to better meet specific needs or preferences. If you choose to change the sequence, keep in mind how it might impact the progression and clarity of the musical concepts being taught.

N.B Units should not be moved between year groups, unless you are following our guidance for mixed-age planning. This is because pupil progression will be compromised.

Please note that our Instrumental scheme is progressive and units and lessons must be taught in order.

Oracy in Music

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Music curriculum, pupils have opportunities to develop their oracy skills by:

- Rehearsing as a group and singing as an ensemble.
- Listening with concentration and providing feedback about other children's and composers' work.
- Expressing opinions respectfully.
- Collaborating in a group.
- Discussing composition or personal preferences using musical vocabulary.
- Reasoning about instrument choices and justifying choices of instruments or sounds in compositions using musical vocabulary.
- Modifying tone of voice.
- Building confidence when using their voice.



Music in EYFS: Reception

Our Music Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Expressive Arts and Design' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Music offering a unified approach to teaching music in EYFS.

Clear progression between EYFS (Reception) and Key stage 1 content can be seen by looking at our [Progression of knowledge and skills](#) document, where component knowledge and skills are outlined across our strands (**Listening and evaluating**, **Creating sound**, **Notation**, **Improvising and composing**, **Performing**) from EYFS (Reception) through to Year 6.

Our Music EYFS (Reception) units are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to fit in with their chosen themes or topics. The 'Celebration music' unit consists of lessons which could be taught throughout the year when studying the festivals Diwali, Hanukkah, Kwankzaa and Christmas, for example.

Watch our [Creating a musical learning experience videos](#) and read our guidance [Music within your ongoing provision](#) for ideas on how you can create an Early Years environment conducive to music learning.

Long-term plan: Music

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound		Music and movement	Transport		Big band
Year 1	Keeping the pulse (Theme: My favourite things)		Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)		Musical symbols (Theme: Under the sea)
Year 2	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	Composition to represent the festival of colour (Theme: Holi festival)		Guitars	
Year 6		Guitars		Dynamics, pitch and texture (Theme: Coast – Fingal’s Cave by Mendelssohn)	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers’ song

Long-term plan: Music

Overview - EYFS

EYFS

Unit 1	<u>Body and tuned percussion (Theme: Rainforests)</u> 6 lessons A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Unit 2	<u>Music and movement</u> 5 lessons Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.
Unit 3	<u>Transport</u> 5 lessons Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Unit 4	<u>Big band</u> 5 lessons Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.

Long-term plan: Music

Overview - Key stage 1

Year 1

Unit 1	<u>Keeping the pulse (Theme: My favourite things)</u> 6 lessons In this unit, children explore keeping the pulse together through music and movement, by exploring their favourite things.	Unit 2	<u>Sound patterns (Theme: Fairytales)</u> 6 lessons This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.
Unit 3	<u>Pitch (Theme: Superheroes)</u> 6 lessons This unit helps the children learn to identify high and low notes and to compose a simple tune to represent a superhero.	Unit 4	<u>Musical symbols (Theme: Under the sea)</u> 6 lessons In this unit, the children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.

Long-term plan: Music

Overview - Key stage 1

Year 2

Autumn 1	<u>Call and response (Theme: Animals)</u> 6 lessons In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms.	Autumn 2	<u>Instruments (Theme: Musical storytelling)</u> 6 lessons This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.
Spring 1	<u>Singing (Theme: On this island)</u> 6 lessons In this unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.	Spring 2	<u>Contrasting dynamics (Theme: Space)</u> 6 lessons This unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.
Summer 1	<u>Structure (Theme: Myths and legends)</u> 6 lessons This lesson helps the children develop an understanding of structure by exploring and ordering rhythms.	Summer 2	<u>Pitch (Theme: Musical me)</u> 6 lessons In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.

Long-term plan: Music

Overview - Lower key stage 2

Year 3

Autumn 1	<u>Ballads</u> 6 lessons Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	Autumn 2	<u>Creating compositions in response to an animation (Theme: Mountains)</u> 6 lessons Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.
Spring 1	<u>Developing singing technique (Theme: the Vikings)</u> 6 lessons The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Spring 2	<u>Pentatonic melodies and composition (Theme: Chinese New Year)</u> 6 lessons Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.
Summer 1	<u>Jazz</u> 6 lessons Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Summer 2	<u>Traditional instruments and improvisation (Theme: India)</u> 6 lessons Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.

Long-term plan: Music

Overview - Lower key stage 2

Year 4

Autumn 1	<u>Body and tuned percussion (Theme: Rainforests)</u> 6 lessons A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Autumn 2	<u>Rock and roll</u> 6 lessons Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.
Spring 1	<u>Changes in pitch, tempo and dynamics (Theme: Rivers)</u> 6 lessons Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Spring 2	<u>Haiku, music and performance (Theme: Hanami festival)</u> 6 lessons This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.
Summer 1	<u>Samba and carnival sounds and instruments (Theme: South America)</u> 6 lessons Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Summer 2	<u>Adapting and transposing motifs (Theme: Romans)</u> 6 lessons Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.

Long-term plan: Music

Overview - Upper key stage 2

Year 5

Autumn 1	<u>Composition notation (Theme: Ancient Egypt)</u> 6 lessons Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	Autumn 2	<u>Blues</u> 6 lessons Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.
Spring 1	<u>Composition to represent the festival of colour (Theme: Holi festival)</u> 6 lessons Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	Spring 2	<u>Guitar</u> Children will take part in engaging guitar lessons led by a specialist music teacher, exploring key elements of the national curriculum including performance, composition, and musical understanding.
Summer 1	<u>Guitar</u> Children will take part in engaging guitar lessons led by a specialist music teacher, exploring key elements of the national curriculum including performance, composition, and musical understanding.	Summer 2	<u>Guitar</u> Children will take part in engaging guitar lessons led by a specialist music teacher, exploring key elements of the national curriculum including performance, composition, and musical understanding.

Long-term plan: Music

Overview - Upper key stage 2

Year 6

Autumn 1	<u>Guitar</u> Children will take part in engaging guitar lessons led by a specialist music teacher, exploring key elements of the national curriculum including performance, composition, and musical understanding.	Autumn 2	<u>Guitar</u> Children will take part in engaging guitar lessons led by a specialist music teacher, exploring key elements of the national curriculum including performance, composition, and musical understanding.
Spring 1	<u>Guitar</u> Children will take part in engaging guitar lessons led by a specialist music teacher, exploring key elements of the national curriculum including performance, composition, and musical understanding.	Spring 2	<u>Dynamics, pitch and texture (Theme: Coast – Fingal’s Cave by Mendelssohn)</u> 6 lessons Appraising the work of Mendelssohn and further developing improvisation and composition skills.
Summer 1	<u>Theme and variations (Theme: Pop Art)</u> 6 lessons Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.	Summer 2	<u>Composing and performing a Leavers’ song</u> 7 lessons Children spend the topic creating their very own leavers’ song personal to their experiences as a class.