



Small Schools Partnership

Music

Curriculum Map Document

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Birdsedge



1. Statement of Intent

As outlined in the National Curriculum. Music is:

‘ A universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.’

In line with the National Curriculum, we aim to ensure that all children:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Music in our small school partnership delivers the requirements of the National Curriculum through the ‘Kapow’ scheme of work. Teachers follow the planning provided from the mixed age bands to ensure that children in Key Stage 1 and 2 have the opportunity to practice and refine whole class music tuition of an instrument, as well as singing and percussion. The lessons are carefully sequenced and regular opportunities to remember, review, retrieve, deepen and apply their knowledge, skills and understanding in music. By the time children leave our school partnership they will have had the opportunity to gain a firm understanding of all aspects of music through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres.

In addition to teaching the core substantive ideas of music, children also learn about key musicians from around the world, who have made a contribution to musical heritage, from different cultures and periods of time. We place a greater emphasis on the diversity of musicians as we want all our children to see themselves, in our curriculum and believe that they are capable of great musical achievement too.

Further to our curriculum lessons, at our small school partnership music plays an integral role in bringing our community together through singing in assembly, playing and performing both in school and the wider community.

2. Music at our small school partnership- an Overview

In order to deliver our Music intent we have a number of provisions we provide that we believe together create an enhanced music provision and is centred around developing a love of music for all.

Music Curriculum

Commitment to weekly timetabled lessons for all right from the start. Following the Kapow scheme to ensure consistency and quality for all children.

Music Assemblies

Commitment to weekly whole school assemblies to develop an interest and awareness in the wider world of music, musicians and the joy of singing..

Performance Opportunities

Half Termly assembly performance opportunities for all children, bringing together our local community through a love of music, including the annual pyramid Music Festival.

Extra-Curricular

Access to join a free school choir for all ages of children as an extra-curricular activity

Instrument Tuition

Access for all children from Year 2 onwards to a term of whole class instrument tuition every cycle.

Commitment and strong links fostered with Musica Kirklees for individual instrument lessons.





3. Whole School Long Term Plan – Small school partnership. Grange Moor.

Grange Moor Primary School Long Term Plan: Music Cycle One

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R	In the Continuous Provision children will sing simple, well known songs and rhymes, introducing new daily rhymes. Describe the sounds they can hear.		In the Continuous Provision children will explore musical instruments including body percussions. Play instruments in time and in a simple composition.		In the Continuous Provision children will experiment with changing voice with different tempo, pitch and dynamics. Describe instrument sounds.	
C1 Year REC,1 and Year 2	Keeping the Pulse (Theme: My Favourite Things)	Tempo (Theme: Snail and Mouse)	Pitch (Theme: Superheroes)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this Island)	Pitch (Theme: Musical me)
C2 Year 3 and Year 4	South Africa (Instrumental Lessons)	Developing Singing Technique (Theme: The Vikings)	Caribbean (Instrumental Lessons)	Body and Tuned Percussion (Theme: Rainforests)	Jazz	Adapting and transposing motifs (Theme: Romans)
C3 Year 5 and Year 6	Film Music	Composition notation (Theme: Ancient Egypt)	Musical Theatre	Theme and variations (Theme: Pop art)	Songs of World war 2	Composing and performing a leavers' song

Long Term Plan: Music Cycle Two

CLASS	AUTUMN 1	AUTUMN 2	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
R	In the Continuous Provision children will sing simple, well known songs and rhymes, introducing new daily rhymes. Describe the sounds they can hear.		In the Continuous Provision children will explore musical instruments including body percussions. Play instruments in time and in a simple composition.		In the Continuous Provision children will experiment with changing voice with different tempo, pitch and dynamics. Describe instrument sounds.	
C1 Year REC, 1 and Year 2	Dynamics (Theme Seaside)	Sound Patterns (Theme: Fairytales)	Call and response (Theme: Animals)	Musical Symbols (Theme: Under the sea)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)
C2 Year 3 and Year 4	Creating compositions in relation to an animation. (Theme: Mountains)	Rock and Roll	Ballads	Haiku, music and performance (Theme: Hanami Festival)	Changes in Pitch, tempo and dynamics (Theme: Rivers)	Samba and carnival sounds and instruments (Theme: South America)
C3 Year 5 and Year 6	Looping and Remixing	Blues	Dynamics, pitch and texture (Theme: Coast – Fingal's Cave by Mendelssohn)	Composition to represent the festival of colour (Theme: Holi festival)	South and West Africa	Composing and performing a leavers' song

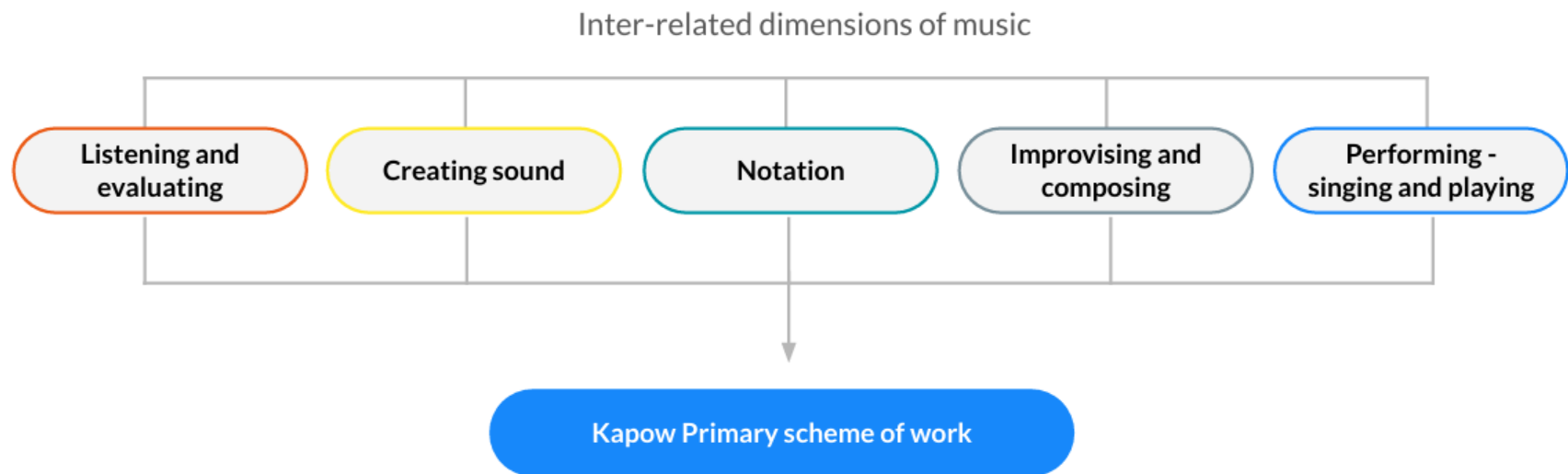
Whole School Long Term Plan – Small school partnership. Birdsedge

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4. Progression of Skills

At our small school partnership, the progression of skills in the mixed age scheme ensures that there is progression and breadth in all the dimensions of music below. Click on the link below to see the progression of skills document for mixed age music.

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 this Progression of knowledge and skills document – mixed-age.

[Progression of skills and knowledge – mixed-age version.](#)

5. Assessment

Formative assessment

Every lesson in the Kapow Primary Music curriculum begins with the 'Recap and recall' section. This section gives pupils the opportunity to practise retrieving key knowledge relevant to the forthcoming lesson. It also allows teachers to make informal judgements about whether pupils have retained prior learning and are ready to progress.

The 'Assessing progress and understanding' section in each lesson helps teachers to identify those pupils who are secure in their learning or working at a greater depth. These assessments can then be recorded on the [Music: Assessment spreadsheet](#), helping teachers identify learning gaps within the class or individual pupils.

[Click here to view
Assessment of
music](#)

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an *Assessment quiz* with multiple-choice and open-ended questions.

Depending on the needs of the cohort, *Assessment quiz* questions may be read aloud and completed in small groups or as a whole-class activity, rather than being completed independently.

Assessment quizzes provide teachers with a record of summative assessment – evidence of pupil progression throughout the year between key stages.

Recording pupils during practice and performance sessions is also beneficial. These recordings allow teachers to review performances or group practice at their convenience, focusing on different pupils to identify strengths and areas for improvement. The recordings also provide a useful documentation of progression over time.

Formative assessment is embedded throughout each music lesson to ensure the teachers can gauge pupils' understanding in real time and adapt teaching accordingly. This is done through questioning, observation, discussion and a peer interaction, lesson pauses, retrieval practice, use of success criteria and short reflections on wrapping up.