

# Music

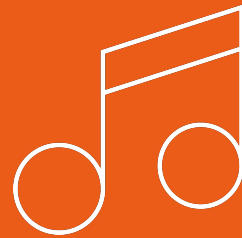
## Long-term plan

### Mixed-age

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This document may be useful to you if your school has mixed-age classes. It organises our units into a two-year rolling cycle which ensures full coverage of the National Curriculum objectives.

This document is regularly updated to reflect changes to our content. This version was created on 20.10.23. Please click [here](#) to see the latest version.



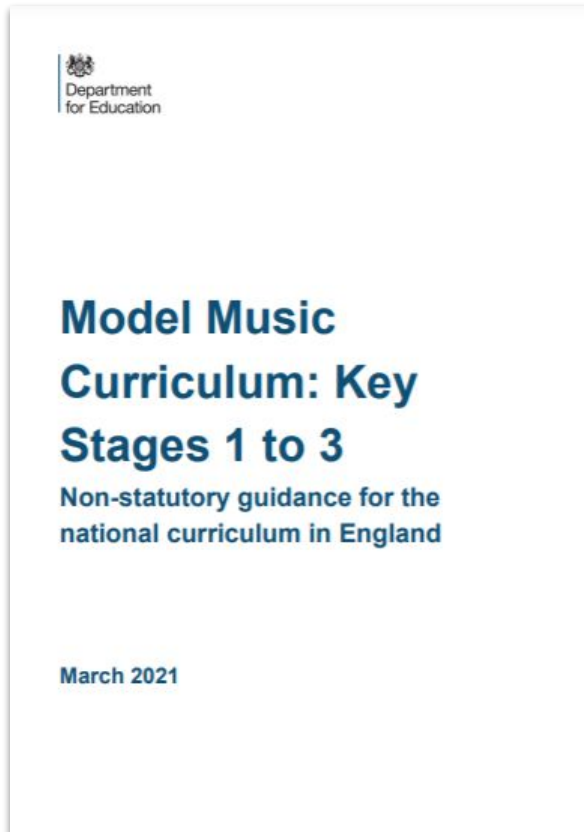
**Kapow**  
Primary™

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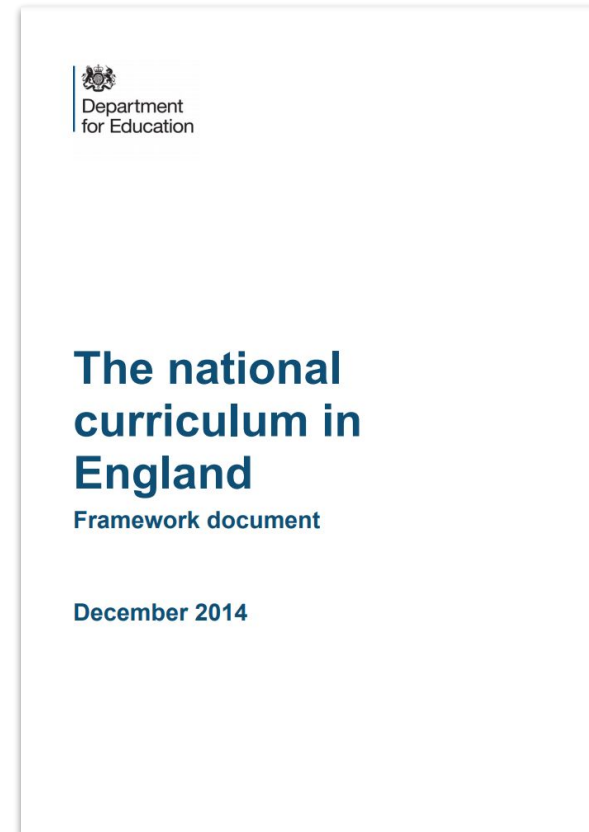
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# How does Kapow Primary help our school to meet the statutory guidance for Music?

Our scheme of work fulfils the statutory requirements for computing outlined in the **National Curriculum (2014)** and aligns with the Department for Education's **Model Music Curriculum (2021)**. For more information please see our [Guide: Model music curriculum alignment](#).



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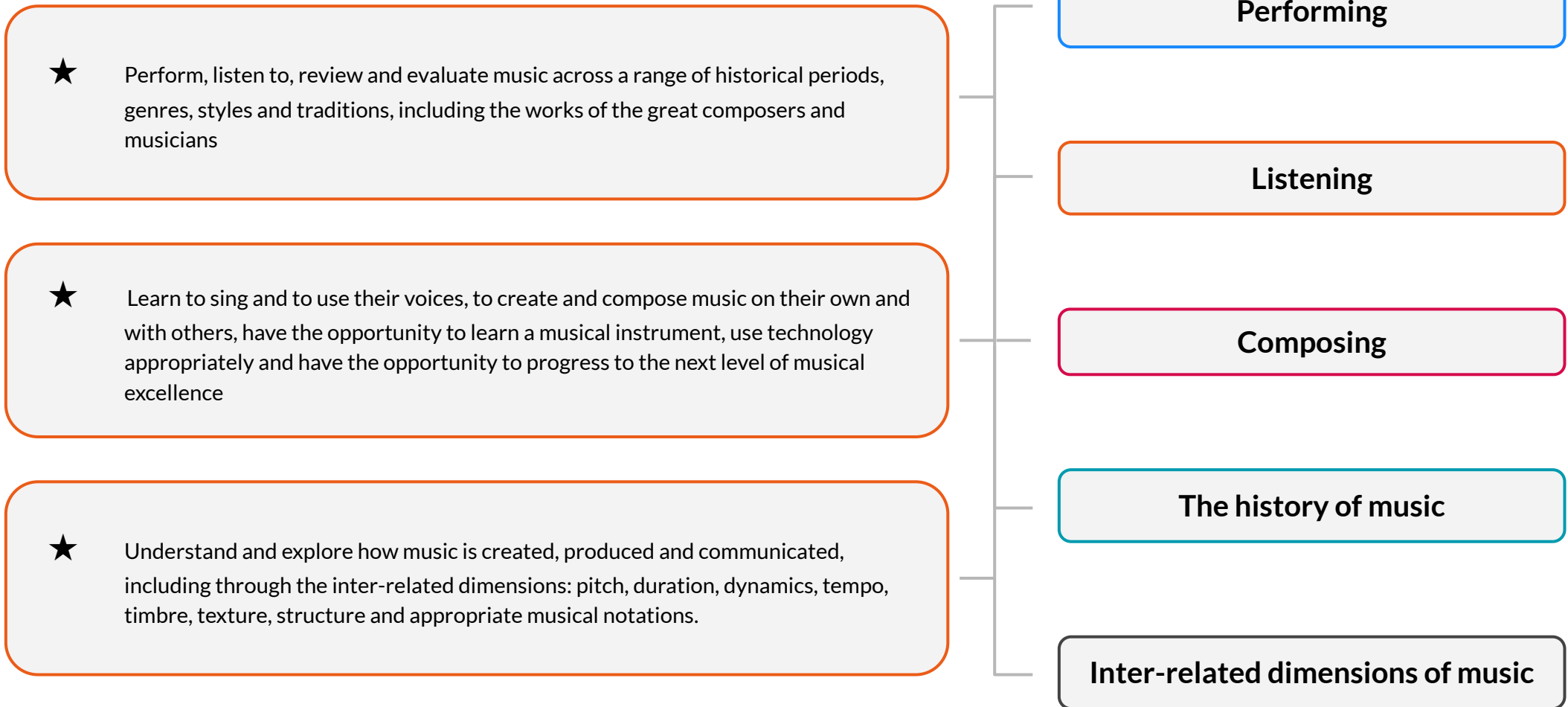


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# How does Kapow Primary's scheme for music align with the National Curriculum?

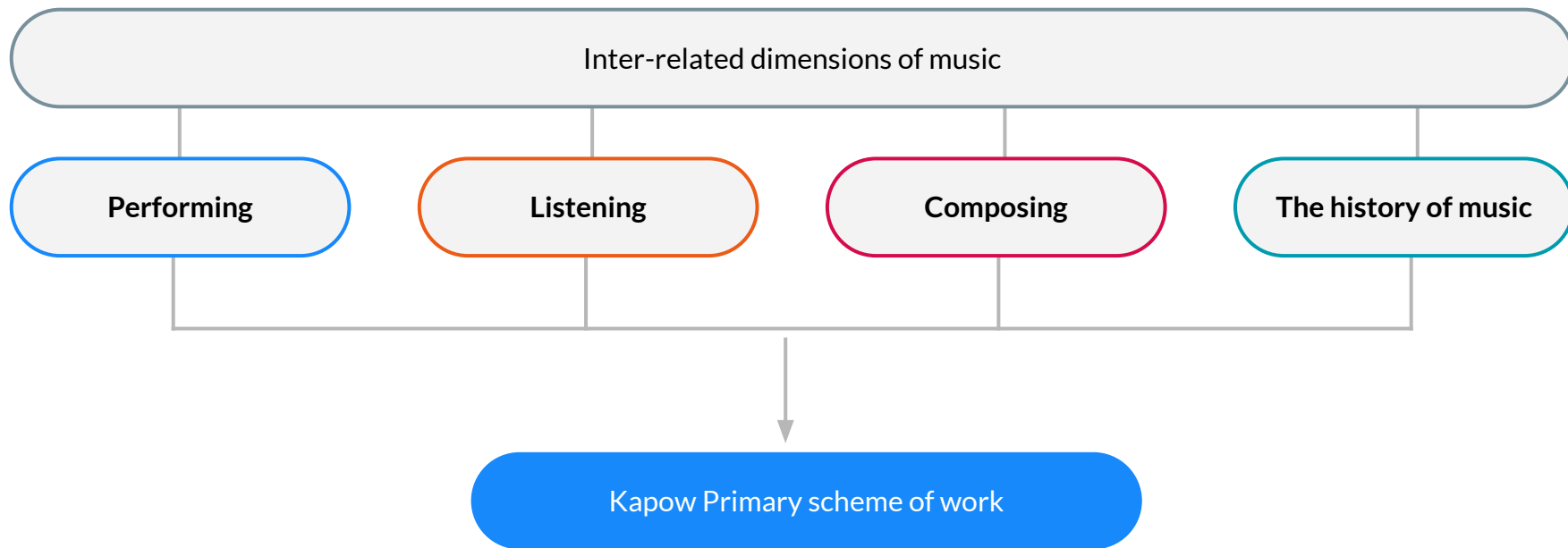
Our scheme of work fulfils the statutory requirements of the **National Curriculum (2014)**. The National Curriculum for Music aims to ensure that all pupils:

From these aims, we have identified 5 strands which run throughout our scheme of work:



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 five 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:

- Pulse
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



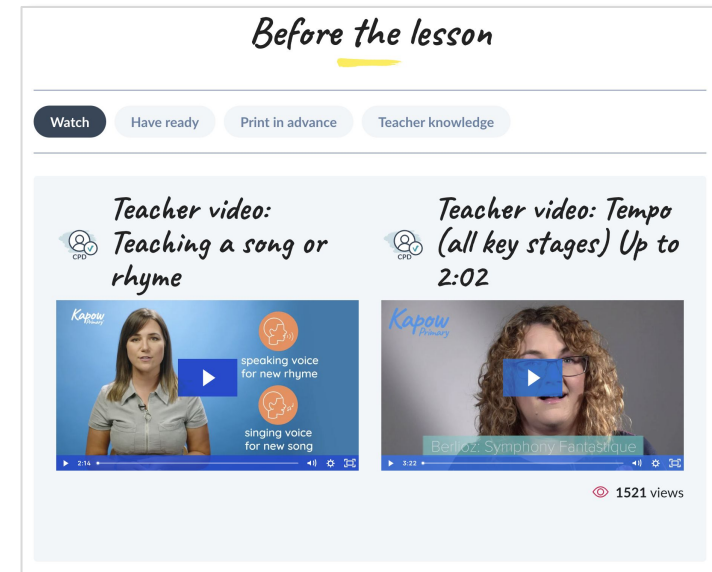
Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand.

# How does the Kapow Primary Music scheme of work support non-specialist teachers?

## Before the lesson

Kapow Primary lessons give Music CPD at the point of need, with Teacher videos included in the *Before the lesson* section of the lessons. These videos develop teachers' subject knowledge, model certain activities and gives tips about how to manage the upcoming lesson.

Many lessons also include written tips and information that can be easily referred to while teaching.



## Teacher skills videos

For more general CPD, there are also a wealth of teacher skills videos, designed to enhance teachers' subject confidence. They can be found [here](#).

These videos cover a wide range of musical skills and techniques, including tempo, rhythm, staff notation, dynamics, composing, and improvisation, making music education both engaging and enriching.

# 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 [Samba](#), and [South and West Africa](#).
- A wide variety of musical genres studied including: pop, jazz, 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.

You can download the [Music: List of songs, artists and composers](#) to see the specifics.

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.

Across a single year group, units themselves do not need to be taught in the suggested order.

This flexibility allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

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.



## Short of curriculum time?

At Kapow Primary we understand that curriculum time is always tight in primary schools.

Therefore, we have created a Condensed curriculum version of our Long term plan to help those schools who want to ensure coverage of the National Curriculum, without dedicating an hour a week to Music.

Our Condensed curriculum long term plan abstracts units which cover key skills and knowledge in only 20 lessons.

We have ensured there is a range of musical styles covered and that the Inter-related dimensions of music (pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation) are given similar attention in terms of coverage.

This version of our Long term plan could be used if teaching Music in a two-week, half termly cycle or through blocking the foundation subjects. Or it could simply be used to relieve pressure on curriculum time.



# Model Music Curriculum: Instrumental scheme

The DfE's Model Music Curriculum 2021 states that:

*'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.'*

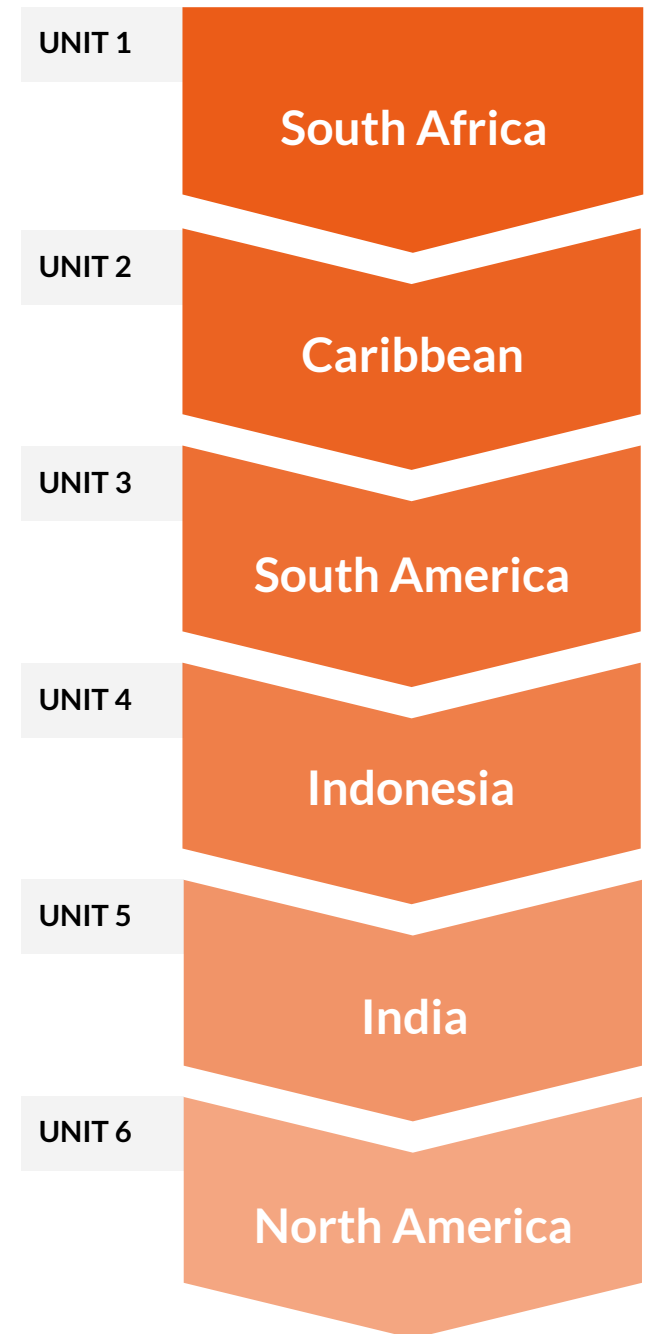
At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

Each unit of lessons focuses on music from a different part of the world and features a bespoke piece of music composed specifically for the scheme and includes sheet music, performance and backing tracks.

The lessons are written for tuned percussion instruments because: they are accessible for non-specialists to teach and are effective for learning notation because the note names are written on the bars and are already available in many schools.

Ideally, this scheme would take place alongside Kapow Primary's current units by allocating extra time to music learning in your school.

If this is not possible, you can choose to replace some of the Year 3 or Year 4 Kapow units with two or more of the units from the instrumental scheme. See [Guidance: How to fit in our Instrumental scheme units](#) for more information. Pupils must follow the Instrumental scheme in order so ensure that they start with the **South Africa** and **Caribbean** units.



	Organisation			Considerations		
<b>Option 1</b>	Replace the whole of the Year 3 or Year 4 music scheme with the Instrumental scheme.			<ul style="list-style-type: none"> <li>This option still gives you full coverage of the National curriculum.</li> <li>This gives pupils a chance to develop their skills with an instrument to a high level.</li> <li>You may not want to do this if you have a favourite unit or if a unit ties in with your Topic.</li> </ul>		
<b>Option 2</b>	Teach the instrumental scheme alongside our current Kapow Primary music scheme. This would work best in Year 3 or Year 4 but could be done at any point in KS2.			<ul style="list-style-type: none"> <li>This would require extra time to be timetabled for music learning. We recommend 45 mins each week for the existing scheme and 45 mins each week for the instrumental.</li> </ul>		
<b>Option 2 example:</b>	<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>Existing Year 3 Kapow Primary units</b>	<a href="#">Ballads</a>	<a href="#">Creating compositions in response to an animation (Theme: Mountains)</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Jazz</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
<b>Instrumental scheme units</b>	<a href="#">South Africa</a>	<a href="#">Caribbean</a>	<a href="#">South America</a>	<a href="#">Indonesia</a>	<a href="#">India</a>	<a href="#">North America</a>
<b>Option 3</b>	Replace two (or more) units of the Year 3 or Year 4 scheme of work with the <b>first two</b> (or more) units from the Instrumental scheme.			<ul style="list-style-type: none"> <li>This will allow you to cover the Model music curriculum recommended 'whole-class instrumental programme lasting a minimum of one term.'</li> <li>You will still have full coverage of the National Curriculum.</li> <li>This option gives you more flexibility to continue with favourite units from the existing scheme.</li> </ul>		
<b>Option 3 example:</b>	<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>Units</b>	<a href="#">Ballads</a>	<a href="#">Creating compositions in response to an animation (Theme: Mountains)</a>	<b>Instrumental scheme:</b> <a href="#">South Africa</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<b>Instrumental scheme:</b> <a href="#">Caribbean</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>

# Other useful documentation

There are a number of key documents which can support you in planning our **Music** scheme of work.

- ✓ [National curriculum mapping](#)
  - Shows how our scheme of work meets the National Curriculum requirements.
- ✓ [Progression of skills document - mixed-age](#)
  - Shows how understanding and application of key concepts and skills builds year on year.
- ✓ [List of songs, artists and composers](#)
- ✓ [Music: Equipment list](#)
- ✓ [Assessment spreadsheet](#)
- ✓ [Intent, Implementation, Impact statement](#)
- ✓ [Music key skills and knowledge by unit](#)

NB. All units have five lessons unless otherwise stated.

EYFS		Year 1/2	
		Cycle A	Cycle B
<a href="#">Exploring sound</a>	Autumn 1	Year 1: <a href="#">Pulse and rhythm</a> (Theme: All about me)	Year 1: <a href="#">Musical vocabulary</a> (Theme: Under the sea)
<a href="#">Celebration music</a>	Autumn 2	Year 1: <a href="#">Tempo</a> (Theme: Snail and mouse)	Year 1: <a href="#">Timbre and rhythmic patterns</a> (Theme: Fairytales)
<a href="#">Music and movement</a>	Spring 1	Year 1: <a href="#">Pitch and tempo</a> (Theme: Superheroes)	Year 2: <a href="#">African call and response song</a> (Theme: Animals)
<a href="#">Musical stories</a>	Spring 2	Year 2: <a href="#">Musical me</a>	Year 1: <a href="#">Vocal and body sounds</a> (Theme: By the sea)
<a href="#">Transport</a>	Summer 1	Year 2: <a href="#">On this island: British songs and sounds</a>	Year 2: <a href="#">Dynamics, timbre, tempo and motifs</a> (Theme: Space)
<a href="#">Big band</a>	Summer 2	Year 2: <a href="#">Orchestral instruments</a> (Theme: Traditional western stories)	Year 2: <a href="#">Myths and legends</a>

NB. All units have five lessons unless otherwise stated.

Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle A	Cycle B
Instrumental lessons unit: <a href="#">South Africa*</a>	Year 3: <a href="#">Creating a composition in response to an animation</a> (Theme: Mountains)	Autumn 1	Year 6: <a href="#">Film music</a>	Year 5: <a href="#">Looping and remixing</a>
Year 3: <a href="#">Developing singing technique</a> (Theme: Vikings)	Year 4: <a href="#">Rock and Roll</a>	Autumn 2	Year 5: <a href="#">Composition notation</a> (Theme: Ancient Egypt)	Year 5: <a href="#">Blues</a>
Instrumental lessons unit: <a href="#">Caribbean*</a>	Year 3: <a href="#">Ballads</a>	Spring 1	Year 5: <a href="#">Musical theatre</a>	Year 6: <a href="#">Dynamics, pitch and texture</a> (Theme: Coast - Fingal's Cave by Mendelssohn)
Year 4: <a href="#">Body and turned percussion</a> (Theme: Rainforests)	Year 4: <a href="#">Haiku, music and performance</a> (Theme: Hanami festival)	Spring 2	Year 6: <a href="#">Theme and variations</a> (Theme: Pop Art)	Year 5: <a href="#">Composition to represent the festival of colour</a> (Theme: Holi festival)
Year 3: <a href="#">Jazz</a>	Year 4: <a href="#">Changes in pitch, tempo and dynamics</a> (Theme: Rivers)	Summer 1	Year 6: <a href="#">Songs of World War 2</a>	Year 5: <a href="#">South and West Africa</a>
Year 4: <a href="#">Adapting and transposing motifs</a> (Theme: Romans)	Year 4: <a href="#">Samba and carnival sounds and instruments</a> (Theme: South America)	Summer 2	Year 6: <a href="#">Composing and performing a Leavers' song**</a> (6 lessons)	Year 6: <a href="#">Composing and performing a Leavers' song**</a> (6 lessons)

\*See [Introduction page](#) for more information

# Further information

\*The Model music curriculum states that pupils in Year 3 and 4 should have the opportunity to learn a whole class instrumental programme for a minimum of a term, which we have incorporated into this plan.

You may decide in your school to follow our instrumental scheme *in addition* to your music lessons, in which case you should substitute these units with the following units: [Pentatonic melodies and composition \(Chinese New Year\)](#) and [Traditional instruments and improvisation \(India\)](#). Please see our [Music Long-term plan](#) for more information about the instrumental scheme.

\*\*This plan suggests that you cover the Year 6 unit *Composing and performing a Leavers' song* in both Cycle A and Cycle B to give all children an opportunity to compose a leavers' song to commemorate their time at primary school.

Please see the notes at the top of individual lessons for guidance on how to adapt the lesson for your mixed-age class.