

Purpose of Study

- 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.

Aim

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

Attainment target

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Useful Links

- New Music Curriculum Guidance
- The Guardian:10 resources for teaching music
- ISM: A Framework for Curriculum, Pedagogy and Assessment
- BBC Music - Primary and Secondary
- BBC Ten Pieces
- Jolly Music
- Wider Opportunities
- Arts Council Music Education Hubs
- Making More of Music
- SingUp
- Friday Afternoons
- Listen Imagine Compose
- The Full English: Folk Music in schools
- National Teachers' Choir
- Virtual Piano
- GarageBand for Schools
- UCanPlay
- The Music Education Centre
- Music Mark

Scheme of work



Intent

- The intention of the music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and 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, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, 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.
- The 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.
- The Music scheme of work also covers all aspects of the Model Music Curriculum which was published by the Department for Education in March 2021.

Implementation

The implementation of the curriculum relates to how the learning is going to be delivered across the school, taking the intent of the learning and translating it into a progressive and effective curriculum.

- The Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:
 - **Performing**
 - **Listening**
 - **Composing**
 - **The history of music**
 - **The inter-related dimensions of music**
- Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.
- The [Curriculum overview](#) shows which of our units cover each of the National curriculum attainment targets as well as each of these strands within it.

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- The [Progression of skills](#) shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.
- The scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.
- In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.
- Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.
- Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.
- Following the Model Music Curriculum guidance (DfE 2021), the scheme has added an Instrumental scheme to the existing scheme of work to meet the suggestion that children in Year 3 or 4 should be offered a whole-class instrumental teaching programme. This scheme supports schools in their teaching of whole-class instrumental lessons using tuned percussion.

Impact

This relates to how staff identify that the curriculum is having a positive impact on pupils' learning, how to identify gaps in their learning and how to fill these.

- The impact of the scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Assessment quizzes and knowledge catchers will be added to the scheme in Autumn 2021 for each unit. These can be used at the start and/or end of a unit to measure pupil progress.
- After the implementation of the Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.
- The expected impact of following the Music scheme of work is that children will:
 - Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.

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- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National curriculum for Music.

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Long Term Plan

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Celebration music	Exploring sound	Music and movement	Musical stories	Big band	Revision
Years 1 / 2	Musical vocabulary (Under the sea)	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
Years 3 / 4	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Ballads	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Years 5 / 6	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre

CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Celebration music	Exploring sound	Music and movement	Musical stories	Big band	Revision
Years 1 / 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
Years 3 / 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)
Years 5 / 6	Advanced rhythms * Due to be archived end of 2023 school year	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song

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