Music

Long-term plan

Standard

Our 30-week EYFS, KS1 and KS2 long-term plan for **Music** is designed for schools that deliver the subject each week, leaving some time for extra-curricular and other opportunities.

N.B. This document is regularly updated to reflect changes to our content. This version was created on 21.01.2022.
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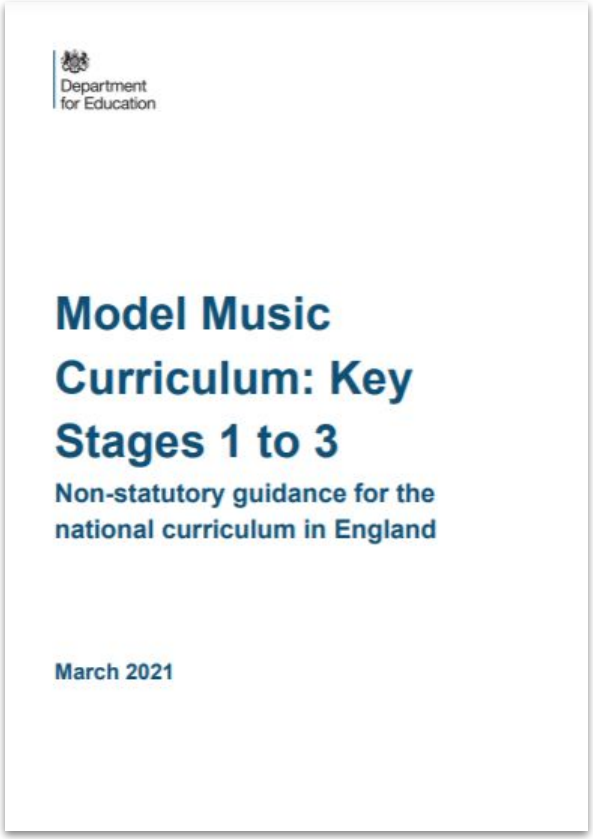
How does Kapow Primary help our school to meet the statutory guidance for Music?

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)**



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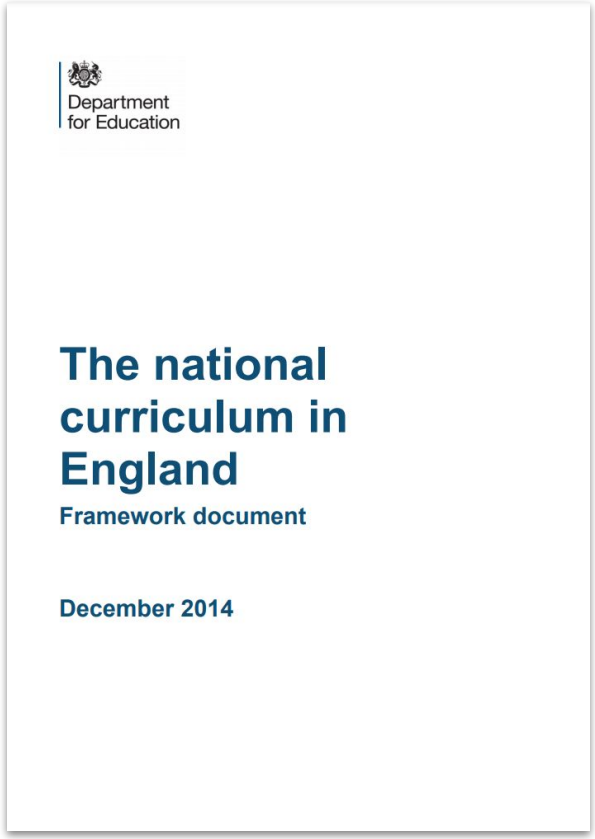

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How does Kapow Primary's scheme for music align with the National Curriculum?

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

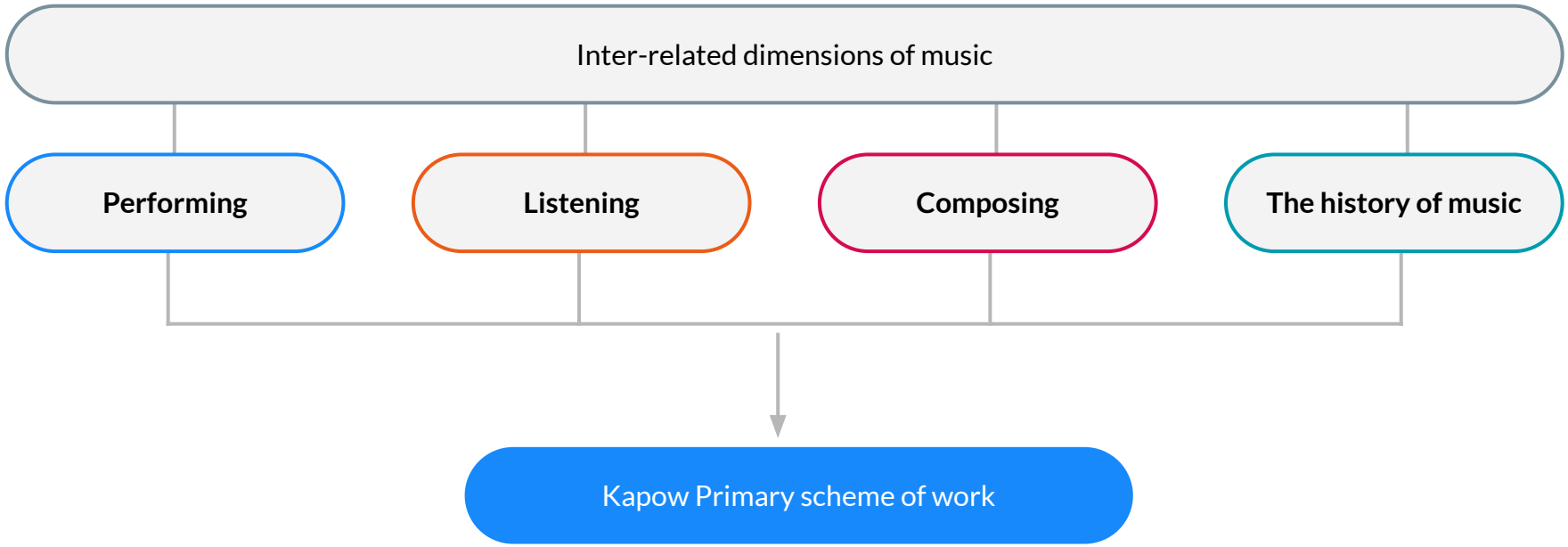
- ★ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ★ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to 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 5 strands which run throughout our scheme of work:

- **Performing**
- **Listening**
- **Composing**
- **The history of music**
- **Inter-related dimensions of music**

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.

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.*'

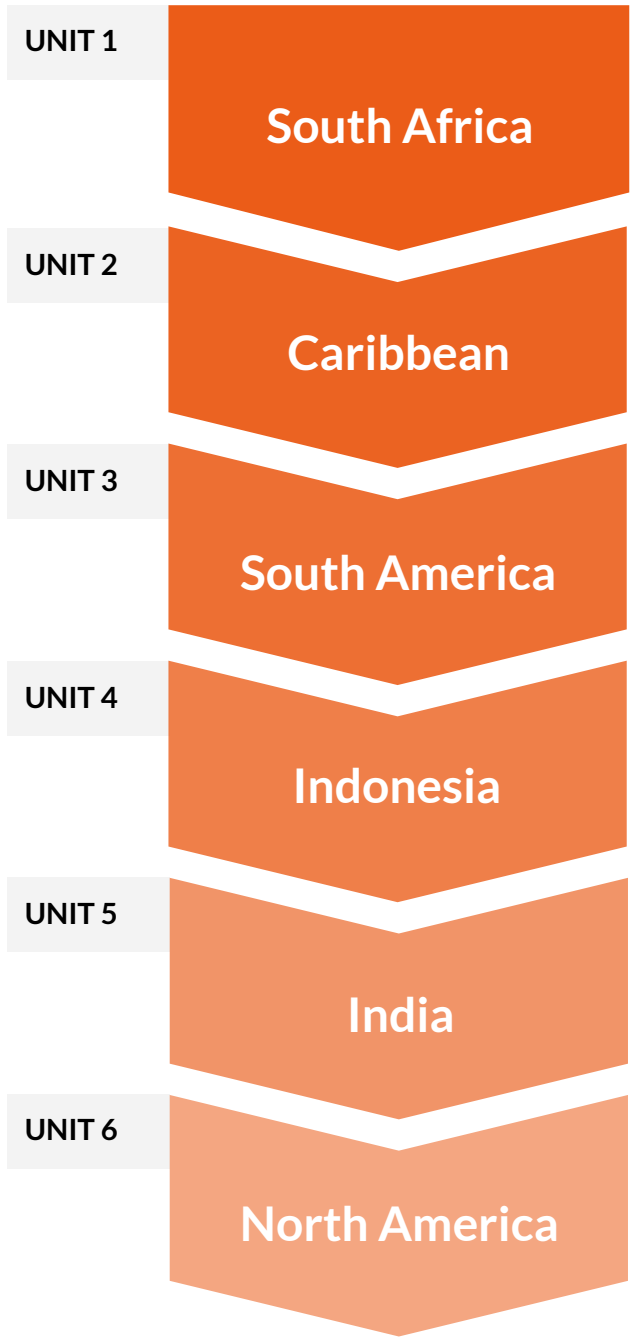
At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

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.



Guidance: How to fit in our Instrumental scheme units

	Organisation	Considerations
Option 1	Replace the whole of the Year 3 or Year 4 music scheme with the Instrumental scheme.	• This option still gives you full coverage of the National curriculum. • This gives pupils a chance to develop their skills with an instrument to a high level. • You may not want to do this if you have a favourite unit or if a unit ties in with your Topic.
Option 2	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.	• 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.

Option 2 example:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Existing Year 3 Kapow Primary units	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)
Instrumental scheme units	South Africa	Caribbean	South America	Indonesia	India	North America

Option 3	Replace two (or more) units of the Year 3 or Year 4 scheme of work with the **first two** (or more) units from the Instrumental scheme.	• This will allow you to cover the Model music curriculum recommended 'whole-class instrumental programme lasting a minimum of one term.' • You will still have full coverage of the National Curriculum. • This option gives you more flexibility to continue with favourite units from the existing scheme.

Option 3 example:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Ballads	Creating compositions in response to an animation (Theme: Mountains)	**Instrumental scheme:** South Africa	Pentatonic melodies and composition (Theme: Chinese New Year)	**Instrumental scheme:** Caribbean	Traditional instruments and improvisation (Theme: India)

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 - Subject leader overview

- Shows how understanding and application of key concepts and skills builds year on year.

✓ List of songs, artists and composers

✓ Music resource lists

✓ Assessment grid for Music

✓ Intent, Implementation, Impact statement

✓ Music key skills and knowledge by unit

Suggested long-term plan: Music - Overview (All year groups)

Units can be taught in a different order as long as they remain within the same year group.
N.B. All units contain five lessons, unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom. See our Teacher guidance	Celebration music	Exploring sound	Music and movement	Musical stories	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds: (Theme: By the sea)
Year 2	African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
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)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	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
Year 6	Advanced rhythms	Dynamics, pitch and tempo (Theme: Fingal's Cave	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' Song (6 lessons)

Unit 1	Celebration music (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.
Unit 2	Exploring sound (5 lessons) Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.
Unit 3	Music and movement (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.
Unit 4	Musical stories (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.
Unit 5	Big band (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

Our EYFS lessons are a natural precursor to our Year 1 Music plans and focus not only on discrete music learning but also on how to incorporate music into all the other areas of learning.

Please read the teacher guidance for:

Teacher guidance: Music and continuous provision

	Year 1		
Autumn 1	Pulse and rhythm (Theme: All about me) (5 lessons) Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.	Autumn 2	Classical music, dynamics and tempo (Theme: Animals) (5 lessons) Using our bodies and instruments to listen and respond to pieces of classical music that represent animals. Learning and performing a song and composing a short section of music, with a focus on dynamics and tempo.
Spring 1	Musical Vocabulary (Theme: Under the sea) (5 lessons) Exploring key musical vocabulary.	Spring 2	Timbre and rhythmic patterns (Theme: Fairytales) (5 lessons) Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.
Summer 1	Pitch and tempo (Theme: Superheroes) (5 lessons) Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.	Summer 2	Vocal and body sounds: (Theme: By the sea) (5 lessons) Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.

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	Year 2		
Autumn 1	African call and response song (Theme: Animals) (5 lessons) Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.	Autumn 2	Orchestral instruments (Theme: Traditional Western stories) (5 lessons) Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.
Spring 1	Musical me (5 lessons) Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Spring 2	Dynamics, timbre, tempo and motifs (Theme: Space) (5 lessons) Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.
Summer 1	On this island: British songs and sounds (5 lessons) Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.	Summer 2	Myths and Legends (5 lessons) Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.

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	Year 3		
Autumn 1	Ballads (5 lessons) Learning what ballads are, how to identify their features and how to convey different emotions when performing… Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	**Autumn 2**	Creating compositions in response to an animation (Theme: Mountains) (5 lessons) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.
Spring 1	Developing singing technique (Theme: The Vikings) (5 lessons) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	**Spring 2**	Pentatonic melodies and composition (Theme: Chinese New Year) (5 lessons) Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.
Summer 1	Jazz (5 lessons) Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	**Summer 2**	Traditional instruments and improvisation (Theme: India) (5 lessons) Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

	Year 4		
Autumn 1	Body and tuned percussion (Theme: Rainforests) (5 lessons) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	Autumn 2	Rock and Roll (5 lessons) Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.
Spring 1	Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Spring 2	Haiku, music and performance (Theme: Hanami) (5 lessons) Using descriptive vocabulary to create a Haiku, puting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
Summer 1	Samba and carnival sounds and instruments (5 lessons) Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Summer 2	Adapting and transposing motifs (Theme: Romans) (5 lessons) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.

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	Year 5		
Autumn 1	Composition notation (Theme: Ancient Egypt) (5 lessons) Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Autumn 2	Blues (5 lessons) Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.
Spring 1	South and West Africa (5 lessons) Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Spring 2	Composition to represent the festival of colour (Theme: Holi festival) (5 lessons) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.
Summer 1	Looping and remixing (5 lessons) Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Summer 2	Musical theatre (5 lessons) An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

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	Year 6		
Autumn 1	Advanced rhythms (5 lessons) Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	Autumn 2	Dynamics, pitch and tempo (Theme: Fingal's Cave) (5 lessons) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.
Spring 1	Songs of WW2 (5 lessons) Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Spring 2	Film music (5 lessons) Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.
Summer 1	Theme and Variations (Theme: Pop Art) (5 lessons) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	Summer 2	Composing and performing a Leavers' Song (6 lessons) Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.

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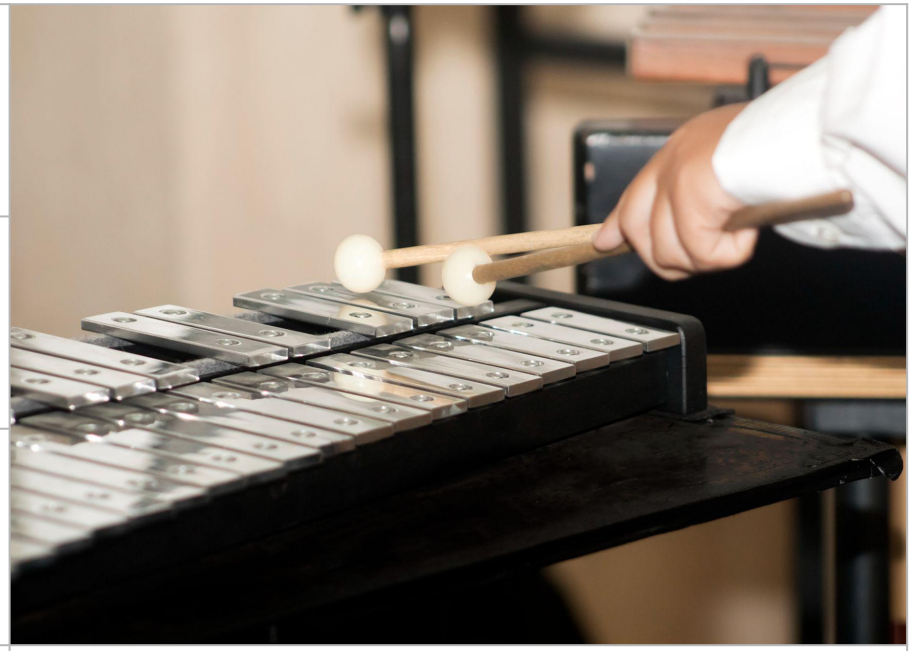
Suggested long-term plan: Music - Outline (Instrumental scheme)

Unit 1	South Africa (5 lessons) Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff
Unit 2	Caribbean (5 lessons) Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.
Unit 3	South America (5 lessons) Learning about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion.
Unit 4	Indonesia (5 lessons) Learning about the key features of gamelan music, and playing a gamelan inspired piece in two parts on tuned percussion using staff notation.
Unit 5	India (5 lessons) Learning about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack.
Unit 6	North America (5 lessons) Learning about the key features of minimalism and how it has been influenced by other musical styles, while singing and playing a minimalist piece in two parts from staff notation.



Our Instrumental scheme is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

See Guidance for how to fit in our Instrumental scheme for suggestions of how to incorporate our Instrumental scheme into music teaching in your school.