

Music

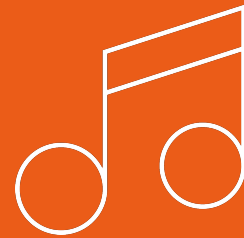
Long-term plan

Condensed

A 20-week condensed long-term plan focussing on the essential skills and knowledge of **Music**, in a shorter timescale.

N.B. This document is regularly updated to reflect changes to our content. This version was created on 21.11.2023.

Please click [here](#) to download the latest version.



Kapow
Primary™

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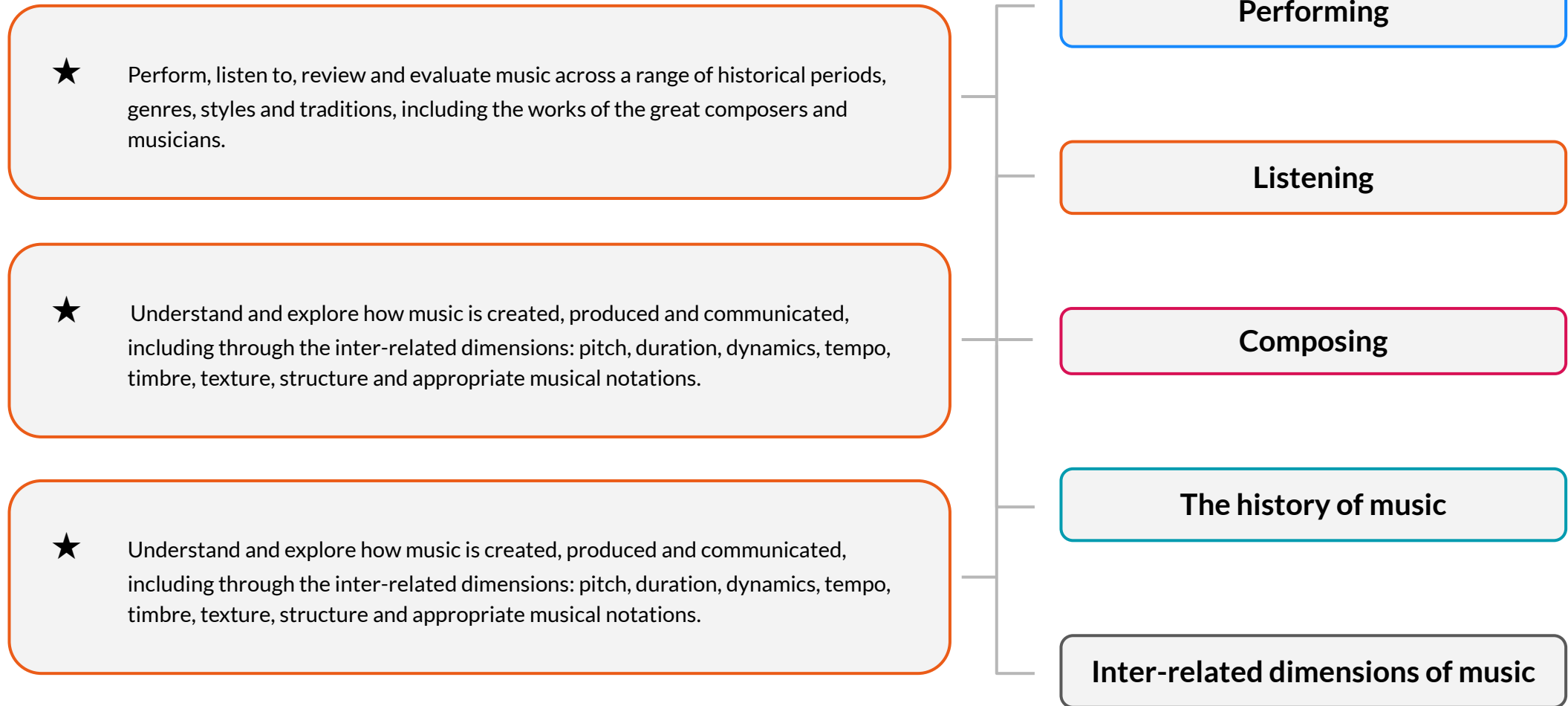
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How does Kapow Primary help our school to meet statutory guidance for Music?

Our scheme of work fulfils the statutory requirements of the **National Curriculum (2014)**.

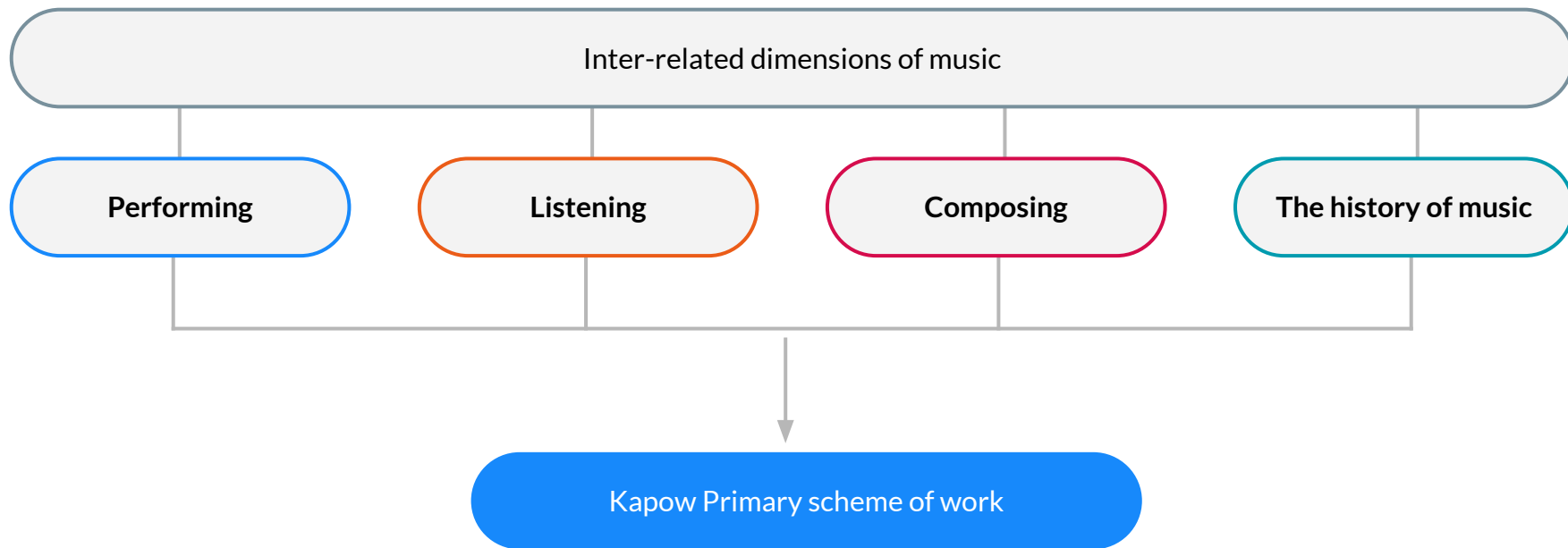
The National Curriculum for Music aims to ensure that all pupils:

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



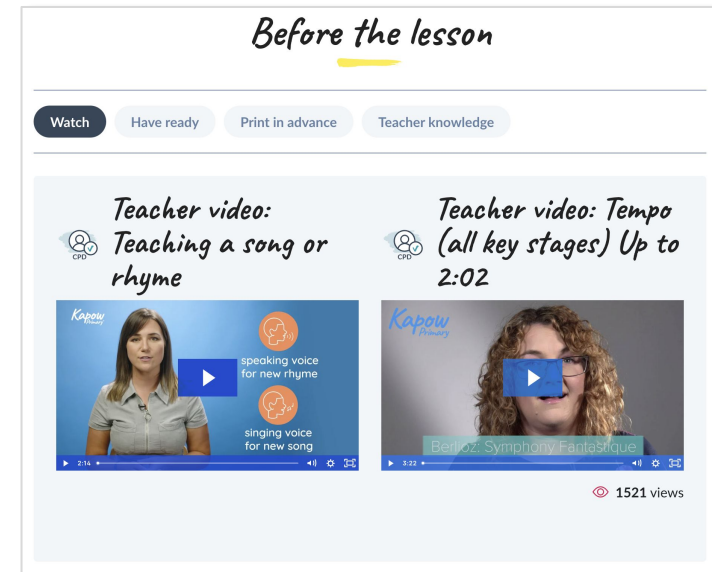
Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand.

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

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 in order 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.

Short of curriculum time?

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

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 or half termly cycle or are block teaching foundation subjects. Or it could simply be used to relieve pressure on teachers and pupils in terms of the amount of curriculum content.



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.'

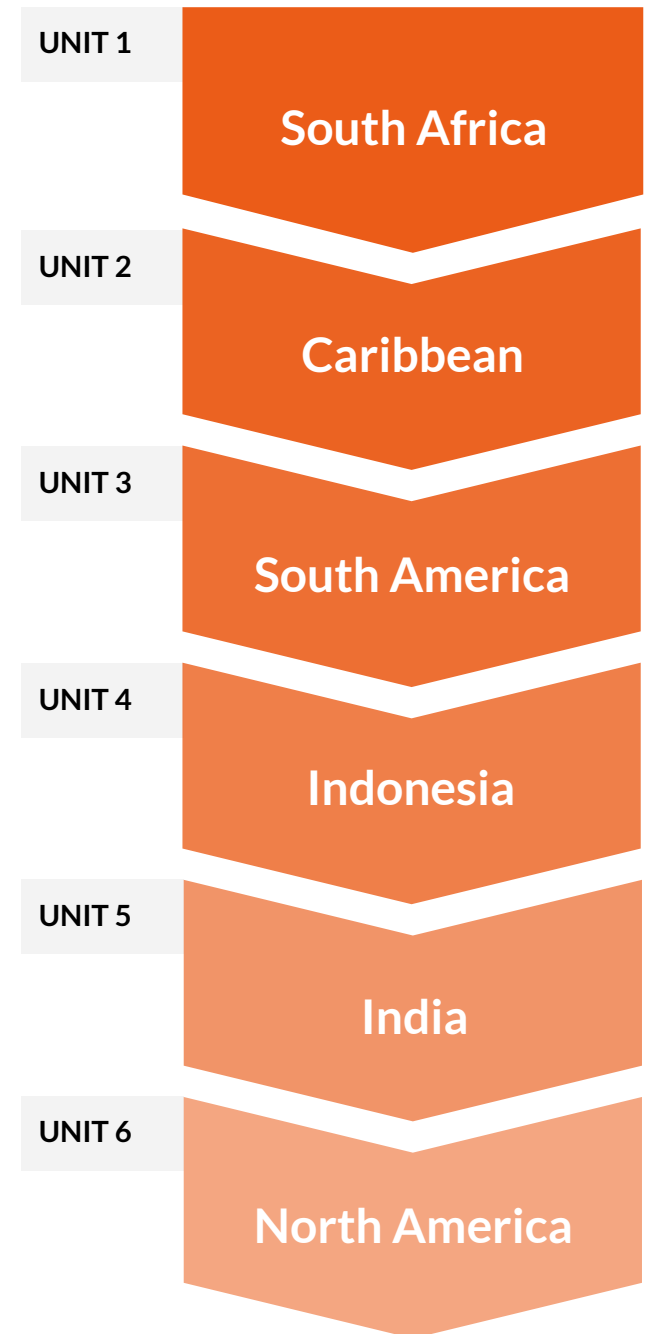
At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

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.

If you are following our **Music: Long-term plan – condensed** and would like to include a whole-class instrumental programme, we suggest that you teach only two units of the instrumental scheme in Year 3 and/or Year 4 alongside the following two units from our main scheme:

	Unit 1	Unit 2	Unit 3	Unit 4
Year 3	Instrumental scheme: South Africa	Developing singing technique (Theme: The Vikings)	Instrumental scheme: Caribbean	Pentatonic melodies and composition (Theme: Chinese New Year)
Year 4	Instrumental scheme: South Africa or South America	Body and tuned percussion (Theme: Rainforests)	Instrumental scheme: Caribbean or Indonesia	Changes in pitch, tempo and dynamics (Theme: Rivers)



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 and knowledge document - Condensed version](#)
 - Shows how understanding and application of key concepts and skills builds year on year.
- ✓ [List of songs, artists and composers](#)
- ✓ [Music resource lists](#)
- ✓ [Assessment spreadsheet](#)
- ✓ [Intent, Implementation, Impact statement](#)
- ✓ [Music key skills and knowledge by unit](#)

NB. All units have five lessons unless otherwise stated.

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	Exploring sound	Music and movement	Transport	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Musical Vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)
Year 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Myths and legends
Year 3	Ballads	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)	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)
Year 6	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Baroque	Composing and performing a Leavers' Song

This page shows the latest updates to this document.

Date	Update
29.07.22	Changes made to Instrumental scheme guidance (p. 7) to make it clearer how to combine with the Condensed Long-term plan.
20.09.22	Title of Y2 unit changed to reflect changes to the website (p.9)
18.07.23	Change to Reception and Year 6 suggested units. (p.9).
20.10.23	Information added about how Kapow Primary supports non-specialist teachers (p. 5) and Diversity within the Kapow Primary curriculum (p.6).
21.11.23	Information added about which units to use alongside the instrumental scheme in Year 4 (p.9).