



Music

Subject Leader

Overview

The curriculum INTENT

Stimulating enquiring minds

High expectations

Inclusion

Nurturing lifelong learners

Encompass whole child health and wellbeing

Curriculum Aide Memoir

Curriculum - Scope (Coverage and Challenge – why this?)

MUSIC
 At Longton Primary School we follow the National curriculum for Music.
 Music is taught by specialist teachers during PPA cover. There are also additional times allocated to whole school singing and every child in Year 4 and 5 has the opportunity to join Choir.
 Music is taught as a discrete subject weekly, however we make reference to music in other areas of the curriculum to further develop knowledge and for children to see the further application of music.
 LPS plus curriculum enhances and supports links to careers involving Music are being developed.
 Music is a progressive curriculum building on skills and knowledge each year.
 Children are introduced and lessons use a wide range of musical styles to explore the lessons intent.
 A range of multicultural, historical and modern music is appraised and used.
 Teachers make links across the curriculum to other areas of learning.
 Children in Year 4 and 5 have the opportunity to learn a musical instrument for the whole year.
 We have documents which clearly set out the expectations at the end of EYFS, KS1, LKS2 and UKS2.

Curriculum - Assessment (Timely feedback on component learning)

Assessment takes place in every lesson by the teacher .
 Pre learning tasks, knowledge harvests, quiz might be used to recap previous knowledge the children should know.
 Pre and post learning grids are available to all staff for every unit taught
 In the moment observations of children happen along with listening to their discussions and explanations of what they are doing and their understanding of the concepts being taught.
 Outcomes at the end of each lesson are used to plan the following lesson.
 Sticky knowledge checks and index cards are used by specialist teachers, Assistant teachers and Class teachers on a regular basis to check retention of learning.
 Written work is marked in line with our whole school marking and feedback policy.
 As the assessment tracker is progressive from Year 1 to year 6 staff can easily see where each child was the previous year or the previous time a similar topic was taught. Enabling them to ensure teaching is pitched at the right level for the child. Work could be undertaken prior to the unit being taught to recap and move learning forward in preparation for the topic or additional support can be given through the use of adult/peer/resource support as methods to ensure children don't fall behind.

Curriculum - Disciplinary knowledge (methods, conventions, rules and practices. How the subject discipline builds new knowledge)

Lessons are delivered weekly.
 Approximately 80% of a lesson will contain practical elements.
 Evidence of learning may be may be jottings of observations, Reflections and appraisals to questions or investigations, video of performances, and photos and materials recorded electronically.
 Each unit of contain inter-related dimensions of music – Performing, Listening, Composing and The history of music.
 Teachers use higher order questioning to ensure children are becoming independent thinkers and appraisers of music.

Curriculum - Knowing more, remembering more (Do pupils remember, long term, crucial content needed for subsequent learning?)

The curriculum is delivered in a way which allows all children at Longton Primary School to access the learning. Previous knowledge is recapped either through looking back at knowledge organisers, quiz questions, key learning questions.
 Opportunities to extent learning for those more able are skilfully planned into each lesson and unit.
 Key learning is tracked and assessed by the specialist teachers and the tracker is used to inform class teachers and the subject leader.
 Weekly feedback happens between the music subject leader and specialist teachers.



Curriculum Aide Memoir

Curriculum - Pedagogy (How teaching decisions achieve curricular intent?)

- Musical exploration and development is at the start of all Music lessons. There is knowledge to learn, children have the opportunity to engage, discover and explore creating/composing and listening to music. Through discussion and questioning – Key knowledge and vocabulary is taught.
- Careful assessments through lessons enable teachers to plan and guide learning at a pace suitable for their class, providing support and challenge where necessary.
- A specific music unit might begin with a key question. – What is Tempo? Over the course of the unit children will be able to explore and experiment with it, understand what it sounds like, how it is written and read. They will have an opportunity to compose their own piece of music based on the knowledge as well as perform and appraise others.
- Lessons are tailored to engage pupil and expose them to a wide and diverse range of music to support and encourage a natural love of music.

Curriculum - Sequencing (Why now?)

- Skills, vocabulary and knowledge are revisited and new content is taught over each unit.
- The curriculum is progressive, allowing children opportunities to apply knowledge and understanding at multiple points through each unit and the year.
- Skills and knowledge are build on secure foundations previously taught
- End points are defined for each unit as well as the year group and Phase. KS1, LKS2, UPK2
- The sequence of the curriculum allows cross curricular learning to take place.
- Themes within each unit, enable children to revisit cross curricular learning in order to apply skills based on a secure foundation of previously taught materials.

Curriculum - Culture (What is the climate of high expectations where pupils' love of subject can flourish?)

- Music is a subject children enjoy. We know this from Snack and Chat, Questionnaires and speaking with the children.
- They like to practical, hands on elements and the flexibility to share their thinking, likes and dislikes. They feel confident asking questions and challenging others.
- Music is enriched through singing assemblies, visits to church, additional schools clubs, peripatetic teachers-piano, keyboard, flute, wind, guitar, Ukulele are all taught and every child in school has the opportunity in year 4 to learn and instrument for the whole year. We sing at local charity events, and are developing links with musicians to enable the children to experience live music and professional musicians.
- Each year we visit a local theatre.

Curriculum - Systems (Key Stage processes and staff support)

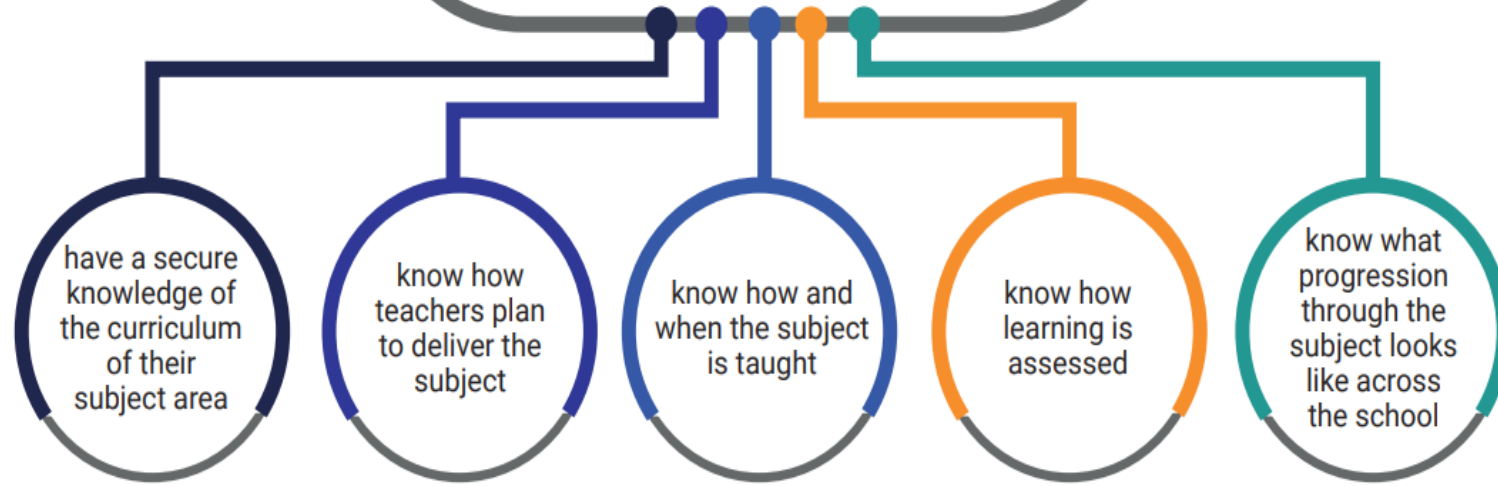
- We use TEAMS as a central source of all resources available to staff which can be assessed by all school staff.
- Regular staff meeting for Music take place internally from Subject leader and from external county advisors.
- Staff can access on line CPD from Lancashire professional development service on Kapow
- All staff have log in details to SOW
- Weekly meetings take place between the subject leader and specialist teachers.
- Key stage staff have PPA time together so can ask questions and discuss the curriculum each week.
- Staff are open to professional discussion and are happy to e-mail each other with questions or queries.

Curriculum - Policy (What is the impact of school-wide policies on subject delivery?)

The curriculum policy is up to date and sets out our intent, implementation and impact for the curriculum as a whole with further specific information relating to music.
The whole school marking policy is consist across all subjects.
Following a full audit of Music an action plan is created each year to provide opportunities to focus on key areas to further develop the subject.

The Subject Leader's Role

In the broadest sense, the role of the subject leader is to champion their subject in all year groups and key stages of their school. In order to achieve this, the subject leader is required to:



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Cultural Capital

The study of a foreign language study can open up many opportunities in government, business, medicine, law, technology, military, industry, marketing, and more.

Cultural capital

The teaching of cultural capital through MFL encourages children to have a global and outward thinking view of the world. At Longton Primary School, we want children to develop understanding, tolerance and an appreciation of the rich culture of France. Children learn about food, festivals as part of the MFL curriculum.

Cross Curricular Links

Through the units of work and the way in which French is taught there are links with Maths, English, Geography, Art, Music and PE

By following the Kapow curriculum the children will have developed the following skills.

- Language comprehension: Listening and reading
- Language production: Speaking and writing
- Pronunciation
- Language-learning strategies
- Cultural awareness



Policy

- Take part in performances.
- Perform and share a range of musical styles.
- Listen, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Have opportunities to study a range of musical styles and genres, e.g. Jazz, Hip Hop, Pop, Rock etc.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Implementation:

At Longton Primary School we recognise that musical teaching and learning is not neat or linear and that children do not learn in straight lines. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards, it enables pupils to reinforce musical understanding in order to improve the quality of their musicianship.

Our Music curriculum allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. At Longton we recognise that achieving mastery in Music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new. The progression document ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group.

Music is a foundation subject in the National Curriculum and the Music curriculum at Longton is in line with the 2014 Primary National Curriculum in England requirements for KS1, KS2 and the Foundation stage curriculum. Music teaching at Longton will deliver the requirements of the National Curriculum through half termly topics and our very experienced specialist teacher plans lessons based on our knowledge and skills document and the scheme of work, ensuring consistency and progression throughout the school.

We recognise that music is a specialist subject and not all teachers are musical specialists. Music at Longton is mainly taught by our specialist teacher who has a strong musical background whilst teaching staff have their PPA time. The intended curriculum enables clear coverage of the music curriculum whilst also providing support and CPD for less confident teachers to deliver lessons. Our year 4 children also experience the opportunity to learn to play the Ukulele instrument throughout the year, via weekly lessons, as a taster in the hope they will take up regular music tuition.

At Longton the specialist teacher uses a scheme of work for the music lessons but will adjust accordingly rather than following it as a prescribed model. The units are tailored and use the 'freestyle' element of the package to provide thematic, cross curricular lessons that also follow children's interests. Music lessons are broken down into half-termly units and flexibility is provided to enable teachers to link with other subjects and follow pupil's current interests. An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Each unit of work has an on-going musical learning focus and a unit specific focus to enable previous musical skills to be embedded. Music lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Composition
- Perform and Share

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented.

Music teaching at Longton is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following: games, songs, challenges, listening to music and discussing music, playing a range of musical instruments, performing back, finding the pulse and composing music using notation sheets. Open ended tasks are provided that can have a variety of responses and teachers also differentiate activities. Our mastery curriculum provides further enrichment opportunities throughout the year (see below) for children who show extensive aptitude in music.

Performance is at the heart of musical teaching and learning at Longton and all pupils participate in a key stage performance. Pupils also take part in Harvest assemblies, Longton Lights, singing assemblies and pupils from reception to year 6 perform at our annual carol concert at St Andrews Church. Pupils who are confident are also encouraged to perform in solo performances. Parents are invited and welcomed to watch all of these performances whether at school or outside of school. Furthermore, pupils from reception to year 6 all attend our whole school pantomime at one of our local theatres.

At Longton music teaching is not only focused on performance but also providing our pupils with an understanding and appreciation for music. Through our music lessons children study a wide range of musical styles and genres from a range of musical periods. Some of the musical styles and genres we study are as follows: Mamma Mia, The Beatles, Jazz, Rap, Reggae, Motown, Michael Jackson, Hip Hop, The Fresh Prince of Bel Air.

Each class also study a different composer throughout the year. An example of the composers studied throughout the year are as follows:-

- Reception-Mozart
- Year 1-Vivaldi
- Year 2-Bach
- Year 3-Tchaikovsky
- Year 4-Chopin
- Year 5-Holst
- Year 6-Beethoven

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1-1 music teaching. Pupils are offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by the Local Education Authority's Music for Life, where lessons are provided weekly for a small set fee paid by the child's parent or carer. Instruments in the past have included: guitar, piano, keyboard and violin. Pupils that learn a

musical instrument have the opportunity to sit examinations and perform at our carol concert and in out of school venues.

We provide opportunities for all Y4 pupils to learn a musical instrument should they wish to, regardless of their background. Pupils can also loan out the instruments to practise at home.

Pupils also have the opportunity to join the school choir. The school choir is open to all children on a weekly basis, with the average number of pupils being in the range of 50. Pupils in the school choir meet weekly and focus on team work, singing in unison, developing harmony, solo performances and having fun! The school choir also have the opportunity to perform in school performances, carol concerts and singing assemblies.

Impact:

Our music Curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and like in other subjects, discreet teaching of vocabulary also forms part of the units of work.

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject governor.
- Moderation staff meetings with opportunities for dialogue between teachers.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence and images of the pupils practical learning.
- Video analysis through recording of performance in lessons.
- A reflection on standards achieved against the planned outcomes.
- Dedicated music leader time.
- School tracking system

The impact of our music curriculum is also measured in the uptake of our music after school clubs and uptake of additional music 1:1 teaching. In addition to this, we also measure the impact of the class composers and routinely ask children about their composer/style of music they are learning.

Music

How do we teach Music?

Intent:

At Longton Primary School, we aim to engage, motivate 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.

Music is a universal language that embodies one of the highest forms of creativity. 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. (The National Curriculum)

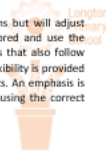
Music teaching at Longton Primary School is undertaken by a musical specialist and aims to follow the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills. Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at Longton aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in. At Longton we recognise that music can be a highly academic and demanding subject but we also aim to make it a creative and enjoyable activity. Furthermore, music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience through assemblies, concerts and key stage performances. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, and begin to make judgements about the quality of music.

The national curriculum provides an outline of core knowledge around which Longton School develops exciting and stimulating themes and lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school Curriculum.

Our Music curriculum is based on our aims – Care, Grow and Shine.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices.
- Create and compose music on their own and with others.
- Use technology appropriately.
- Progress to the next level of musical excellence.
- Have opportunities to learn a musical instrument.
- Understand and explore how music is created, produced and communicated.
- Understand the work of great composers and musicians.
- Enjoy and have an appreciation for music.
- Use musical language.
- Make judgements about the quality of music.
- Have opportunities to play a wide variety of instruments.



CPD

March 2024 - Webinar on using technology in Music.

May 2024 – Teaching singing to pupils led by Emma Williams, Lancs Music.



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Subject Vision and Action Planning

Curriculum Annual Targets

Please refer to the Inspection Handbook for guidance.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

1. Leadership and Management including Safeguarding	<ul style="list-style-type: none"> Monitor planning throughout the year for each year group; ensuring lessons are covering key concepts and skills as set out in the EYS curriculum and the National Curriculum. Monitor the foundation tracker each term and end of term data.
2. The quality of education (Teaching, Learning and Assessment)	<ul style="list-style-type: none"> Ensure skills and knowledge are being taught and applied in lessons (not just being taught facts but applying that knowledge to tasks) Ensure pupils have the opportunity to record musical notation Ensure that the Kapow curriculum is fully utilised. Ensure foundation tracker is up to date
3. Personal Development. Behaviour and attitudes	<ul style="list-style-type: none"> Pupil interviews /book looks View a lesson in each year group by using the swivel device and review Pupil perform in class and to various audiences



Raising Aspirations Plan Autumn Term Evaluation

Subject:

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	How do you assess and make judgements on children's musical knowledge and understanding?		Tracker updated with statements linked to Kapow
The Quality of Education Teaching, learning and assessment.	Ensure that the Kapow curriculum is fully utilised.		Undertaken Kapow training Familiarised self with the Kapow curriculum
Behaviour and Attitudes and Personal development	Pupil perform in class and to various audiences and recordings added to the web		Competition undertaken More evidence based recordings needed



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INTENT

Longton Primary Curriculum

At Longton Primary School we aim to develop the heart and mind of every child.

Every child in our school is recognised as individual and unique. The ability to learn is underpinned in the LPS curriculum subject areas by the teaching of basic skills, knowledge, ~~concepts~~ and vocabulary. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning. Our LPS curriculum at Longton is not solely focused on academic subjects and achievement. We provide pupils with LPS+ curriculum - rich learning experiences, educational visits, residential, extra-curricular activities and enrichment opportunities. We want children to have fun at school and talk about their primary school years as being full of great memories.

Our vision is to provide an overall education which prepares each pupil with the tools and strategies needed to cope with the challenges currently posed in modern day Britain e.g. social media, health and relationships and finance. We also aim to ensure that our pupils know how to make a positive contribution to their community and wider society. Longton has a very close community and we want our pupils to recognise this and play an active part in contributing to the character of the village.

Alongside the teaching of knowledge, skills and vocabulary, here at Longton Primary School, we aim to promote positive mental health for every member of our school community including, staff, pupils and families. We pursue this aim using both universal and whole school approaches as well as specialised, targeted approaches aimed at vulnerable pupils. A bespoke emotional health, well-being and resilience programme is embedded in our curriculum alongside the teaching of knowledge, skills and understanding in all other curriculum subjects. We have a dedicated member of staff in school who supports the emotional well-being of all our school community. Pupils are encouraged to talk openly about their mental well-being and access support as and when required. We aim to provide pupils with the tools and strategies needed to cope when faced with challenges within school or home life.

We are very fortunate at Longton to have extensive school grounds and are in walking distance to a nature reserve. We value the role that outdoor education has in a child's development and aim to incorporate as much outdoor learning as possible into our broad and balanced curriculum. We find that increasingly more pupils are spending a lot of time in the 'electronic' world. We intend to give pupils a love and excitement for being outdoors and playing in their outdoor environment.

Stimulating enquiring minds

High expectations

Inclusion

Nurturing lifelong learners

Encompass whole child health and wellbeing



INTENT

Our Kapow Primary 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 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.

Our national curriculum mapping shows which of our units cover each of the National Curriculum attainment targets as well as each of these strands within it. Our 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.

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IMPLEMENTATION

Kapow Primary's 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 instrumental scheme lessons complement the Kapow Primary scheme of work and allow lower key stage pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

Our [National curriculum mapping document](#) shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. Our [Progression of skills and knowledge](#) 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 Kapow Primary 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.



IMPACT

The impact of Kapow Primary's 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. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of Kapow Primary 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 Kapow Primary 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.
- ✓ 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.



Long Term Planning

Longton Primary School - Music Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Continuous provision: Singing, Dancing, instruments and Listening to Music	Celebration music around the world	Exploring Sound through tempo and dynamics	Music and Movement: How to move to the beat	Musical Stories: telling stories with music	Big Band: What makes a musical instrument?
Year 1	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Music vocabulary (Theme: Under the sea)	Timbre and Rhythmic patterns (Theme: Fairy tales)	Pitch and temp (Theme: Superheroes)	Vocal and body sound. (Theme: By the Sea)
Year 2	African All and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me: Using letter notation to write a melody	Dynamics, timbre, tempo and motifs (Theme: Space)	On this Island: British songs and sounds. Creating soundscapes	Myths and legends: How do timbre, dynamics and tempo affect the mood of a song.
Year 3	Ballads: traditional songs and lyrics	Creating compositions in response to an animation. (Theme: Mountains)	Developing singing technique- keeping in time and performance (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz: Ragtime, Dixieland and Scat- Create and play.	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and Roll: Origin, features and walking bass line	Changes in pitch, tempo and dynamics: Vocal and percussive ostinatos (theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sound and instruments: syncopation and breaks	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation: understanding staff notion (Theme: Ancient Egypt)	Blues: 12-bar blues scale and improvisation	South and West Africa: Chords and tuned instruments	Composition to represent the festival of colour: (Theme: Holi festival)	Looping and remixing: Dance music	Musical Theatre: combining singing, acting, and dancing.
Year 6	Advanced rhythms: building a sense of pulse in compositions	Dynamics, pitch and tempo in improvisation (Theme: Fingal's cave)	Songs of WW2: pitches, octaves and signing in parts	Film music: Features, composition, and graphic scores	Theme and Variation: translating rhythms (Theme: Pop Art)	Composing and performing and leavers' song: critique and four chord backing tracks, melody making.



Weekly Planning

Plans are uploaded onto Planboard by the specialist teacher

Untitled Lesson 8:40 am - 3:15 pm
Music

EYFS

L.O. To explore the sounds of different instruments.
See kapow plan.

Listen and appraise song and discuss. What can you hear? Do you like it, why?

Warm up with 'Penguins' and 'Happy song' (Go through words and actions)

Copy rhythms, pulse, la high and low, giraffes/snakes depending on what they hear me sing.

Follow kapow plan for exploring instruments in a circle. Work on following signals to pick up instruments and put them

down.

Sing Charanga songs learned- pat-a-cake, 1, 2, 3, 4, 5, 5 little ducks.

End with Listening game. Chn close eyes. I give the lion to someone. I sing 'Who has the lion?' Child sings back 'I've got the lion.' Miss Harrison guesses who has it.

Y1

L.O. To use my voice and hands to make music. See kapow plan.

Warm up bodies, show good posture and deep breaths through mouth.
Warm up voices with Joyful.

Y2

L.O. To perform my composition.
See charanga plan.

Sing Boa Constrictor

Listen and appraise music - pitch, tempo, dynamics, instruments, voices, like/dislike and why.

Give out compositions from last week. Show can pulse and they practise their part.

Y6

L.O. To perform the song 'Happy.' See Charanga plan.

Starter qs on wbs.

1. What is a staff?
2. How many beats is a minim worth?
3. How many beats is a semibreve worth?
4. What are dynamics?
5. What is texture?
6. Name 3 brass instruments.
7. Name 3 string instruments.
8. Name 3 percussion instruments.
9. What is your favourite style of music and why?
10. Bonus! Write down as many musical terms as you can remember.

Mark partner's work.

Listen and appraise step 3 song - don't worry be happy. Best musical descriptions of the song. Do you like it/not and explain why.

Give out compositions. Chn to choose either glock or recorder for today's lesson.

Few minutes to practise composition.

Choose some volunteers to perform.

Chn choose either glock part/improvisation or composition.

Practise singing a section running into the playing section.

Discuss how we're going to perform - write on wb. Energy/posture/stamina/enjoyment.

Go to music room to practise volunteer as a class.

ATTACHMENTS

Yr_1_Pulse_Rhythm.pdf

Year_2.pdf

Yr_3_Performing.pdf

Year_6_Performing_Happy.pdf

Reception_percussion.pdf



Model Music Curriculum: Key Stages 1 to 3

Non-statutory guidance for the
national curriculum in England

March 2021

The national curriculum in England

Framework document

December 2014

The Curriculum

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 five strands which run throughout our scheme of work:

Performing

Listening

Composing

The history of music

Inter-related dimensions of music

Progression

EYFS	+ Exploring sound	Celebration music	+ Music and movement	Musical stories	+ Transport	+ Big band
Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.	✓	✓	✓	✓	✓	
Exploring lyrics by suggesting appropriate actions.		✓	✓	✓	✓	
Exploring the story behind the lyrics or music.		✓	✓	✓		✓
Listening to and following a beat using body percussion and instruments.	✓	✓	✓		✓	✓
Considering whether a piece of music has a fast, moderate or slow tempo.	✓		✓	✓	✓	✓
Listening to sounds and matching to the object or instrument.	✓	✓		✓		✓
Listening to sounds and identifying high and low pitch.	✓		✓	✓		✓
Listening to and repeating a simple rhythm.	✓	✓				
Listening to and repeating simple lyrics.		✓	✓	✓	✓	
Understanding that different instruments make different sounds and grouping them accordingly.	✓	✓		✓		

Year 3		+ Ballads	Creating compositions in response to an animation (Mountains)	+ Developing singing technique (Vikings)	+ Pentatonic melodies and composition (Chinese New Year)	Jazz	+ Traditional instruments and improvisation (India)
Composing a piece of music in a given style with voices and instruments.	Composing	✓		✓		✓	✓
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).			✓	✓	✓	✓	
Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.			✓	✓	✓	✓	✓
Suggesting and implementing improvements to their own work, using musical vocabulary.			✓		✓		
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	Performing	✓		✓		✓	
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.		✓	✓	✓	✓	✓	✓
Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.				✓	✓	✓	✓



Key Knowledge

Year 2	+ African call and response song (Animals)	+ Orchestral instruments (Traditional Western stories)	+ Musical me	Dynamics, timbre, tempo and motifs (Space)	On this island: British songs and sounds	+ Myths and legends
Key knowledge from the unit	To know that dynamics can change the effect a sound has on the audience.	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that a 'soundscape' is a landscape created using only sounds.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.	I know that a graphic score can show a picture of the structure of music.
	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that 'notation' means writing music down so that someone else can play it.	To know that a composer is someone who creates music and writes it down.	To know that 'duration' means how long a note, phrase or whole piece of music lasts.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	To know that 'Tintagel' is an example of a 'sympl' written in 191
	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.			
	To understand that an instrument can be matched to an animal noise based on its timbre.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.				

Year 5	+ Composition notation (Ancient Egypt)	+ Blues	+ South and West Africa	+ Composition to represent the festival of colour (Holi)	Looping and remixing	Musical theatre
Key knowledge from the unit	To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
	To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To know that choreography means the organisation of steps or moves in a dance.
	To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	To understand that major chords create a bright, happy sound.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that remix is music that has been changed, usually so it is suitable for dancing to.	To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
		To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that poly-rhythms means many rhythms played at once.	To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		

Year 3	Year 4	Year 5	Year 6
<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with different layers and a clear structure.</p> <p>*Using letter name, graphic notation and key musical vocabulary to label and record their compositions.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within</p>

Progression of skills

Listening



EYFS	Year 1	Year 2
<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>

Music vocabulary

EYFS



Exploring sound

voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds

Celebration music

music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, African drum, Christmas, Christian, sleigh bells, actions

Music and movement

Year 3



Ballads

ballad, chorus, compose, dynamics, emotions, **ensemble**, facial expressions, **features**, feelings, instrumentals, lyrics, melody, **nonsense words**, performance, **phrases**, **poem**, pop songs, rehearse, rhyme, solo, **stanza**, **story mountain**, **summarize**, tune, verse, vocabulary, volume

Creating compositions in response to an animation (Theme: Mountains)

atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, **melodic pattern**, melody, opinion, notation, pitch, **repeated rhythm**, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,

Developing singing technique (Theme: The Vikings)

accuracy, backing track, beat, body percussion, call and response, **co-ordinated**, **crotchet**, disc duration, dynamics, in-time, in-tune, layer, lyrics, **key change**, **major key**, **minim**, **minor key**, no part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo

Key Vocabulary

Music vocabulary



Year 6

Dynamics, pitch and texture

classical, **characterise**, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture

Songs of World War 2

accuracy, backing track, compare, contrast, **complement**, control, **counter-melody**, diaphragm, dynamics, **era**, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, **morale**, **notate**, octave, parts, performance techniques, phrase, **phrasing**, pitch, purpose, **score**, **Solfa**, **Solfa ladder**, tempo

Film music

accelerando, Body percussion, brass, **characteristics**, chords, **chromatics**, **clashing**, composition,

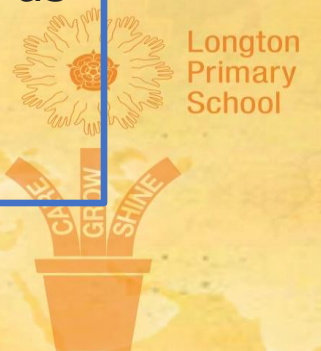
SEND Adaptations

Music classes lend themselves particularly well to SEN-friendly teaching strategies through teaching lyrics with melody, using repetition, actions and rhythm games. These activities boost confidence and memory.

TA support is invaluable to SEND children learning instruments e.g. the recorder. One year 6 boy has made great progress with the recorder from some one to one sessions with a TA.

Kinaesthetic teaching styles are used to boost SEN students' chances of success and enjoyment.

There are a lot of group tasks in Music lessons giving SEND children opportunities to learn from, feel supported by and play with others. These children enjoy making music with others and it also gives them more confidence to perform to the class as a group.



SMSC mapping - Key stage 1

SMSC+FBV in MUSIC

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 1 - Year 1					
		*Pulse and rhythm	Tempo	*Musical vocabulary	*Timbre and rhythmic pattern	*Pitch and tempo	Vocal and body sounds
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life						
	Knowledge of, and respect for, different people's faiths, feelings and values						
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✓	✓	✓	✓		
	Use of imagination and creativity in their learning	✓	✓	✓	✓		
	Willingness to reflect on their experiences		✓	✓	✓		

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SMSC and British Values mapping

SMSC mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Instrumental scheme					
		*South Africa	*Caribbean	South America	Indonesia	India	America
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England		✓				
	Understanding of the consequences of their behaviour and actions						
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.						✓

SMSC and British values mapping - Upper key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Key stage 2 - Year 6						
		*Dynamics pitch and texture	Songs of World War 2	Film music	*Theme and variations	Baroque	*Composing and performing a 'leavers' song	
Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	✓	✓	✓	✓	✓	✓	
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	✓	✓	✓	✓	✓	✓	
	Democracy						✓	
		The rule of law						
	Individual liberty*	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	✓	✓	✓	✓	✓	✓
		Mutual respect*	✓	✓	✓	✓	✓	✓
	Tolerance of those with different faiths and beliefs							

*All units have a composition element which provides children with opportunities to make their own musical choices

**All units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively

SMSC mapping - Lower key stage 2

	Units which offer opportunities for pupils to develop their:	Kapow Primary Key stage 2 - Year 5							
		*Composition notation	*Blues	*South and West Africa	*Can to rock the 4-4				
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others		✓	✓					
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain		✓	✓	✓				
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✓		✓	✓				
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.								
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✓	✓	✓	✓	✓	✓	✓	✓
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities		✓	✓	✓				

Personal development criteria mapping - Key stage 1

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 1 - Year 1					
	<u>Pulse and rhythm</u>	<u>Tempo</u>	<u>Musical vocabulary</u>	<u>Timbre and rhythmic pattern</u>	<u>Pitch and tempo</u>	<u>Vocal and body sounds</u>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for Year 1					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	✓	✓	✓	✓	✓	✓
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society		✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	

PSHE in MUSIC

Personal development criteria mapping - Upper key stage 2

Personal development criteria Kapow Primary's Music scheme supports:	Kapow Primary units Key stage 2 - Year 6					
	<u>Dynamics, pitch and texture</u>	<u>Songs of World War 2</u>	<u>Film music</u>	<u>Theme and variations</u>	<u>Baroque</u>	<u>Composing and performing a leavers' song</u>
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	See British values mapping for Year 6					
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique						
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✓	✓	✓	✓	✓	✓
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✓	✓	✓	✓	✓	✓



Stretching those that can

Adaptations that can be made :

- Group tasks enable children to take on more leadership in composing and performing.
- Using 'experts' when referring to keys, notation, specific musical knowledge.
- Using staves allows children to notate their own music when composing.
- All children have the opportunity to improvise but this always gives space for more able pupils to shine.
- Opportunities to play to an audience in special assemblies/when there are visitors in school.
- Soloist opportunities for talented singers and those who are strong performers.
- There are so many opportunities for children to grow in their performing skills at our school (see extra curricular).
- More able have opportunity to learn harmony parts.
- Listening opportunities allows more able children to appraise music more critically and express their opinions and emotions.



Longton
Primary
School



Assessment for the teacher

- Group/individual performances. Most children love to perform and share their ideas, particularly when working within a group. This gives opportunity for assessment and immediate verbal feedback.
- Video recording–Recording children performing allows the teacher to assess skills after the lesson and give feedback for the following lesson.
- Circulating during group tasks is very helpful in understanding what pupils are able to do e.g. play in time with a group, improvise, compose. These times allow for feedback to an individual/small group.
- Using mini-whiteboards–These can be used to assess children’s ability to answer questions about music they are listening to or when composing music. Immediate feedback possible too.
- Games –are a non-threatening method of informal assessment. Kahoot is very popular with the children and a great way to assess key knowledge of music.



Monitoring

- See Foundation tracker.



Extra Curricular opportunities

- Year 4 all learn to play the Ukulele
- Year 4 and Year 5 take part in a weekly choir
- All classes take part in KS singing
- Singing at Longton Lights
- Singing to the Over 50s
- Singing at the Chatty Latte Christmas Fair
- Singing and playing at residential homes
- Taking part in Lancashire singing competition
- Taking part in the Big Sing
- Soloist auditions throughout the year
- Performing to the Mayor
- Visiting a theatre show
- Watching an orchestra



See website for competition photos.

Photos of Subject in Action

