

# Music

## Long-term plan

### Condensed

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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 20.09.2022.

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



**Kapow**  
Primary™

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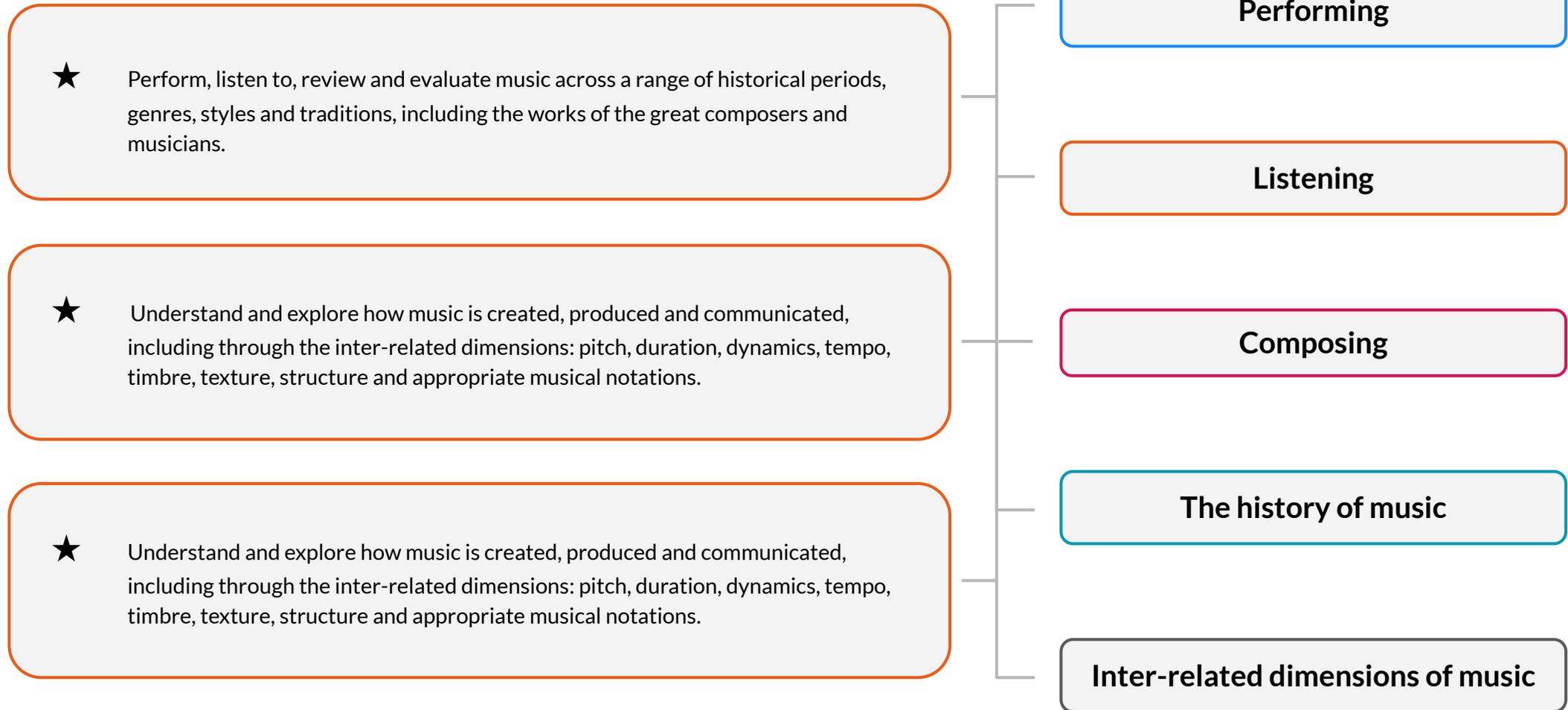
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# How does Kapow Primary help our school to meet statutory guidance for Music?

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

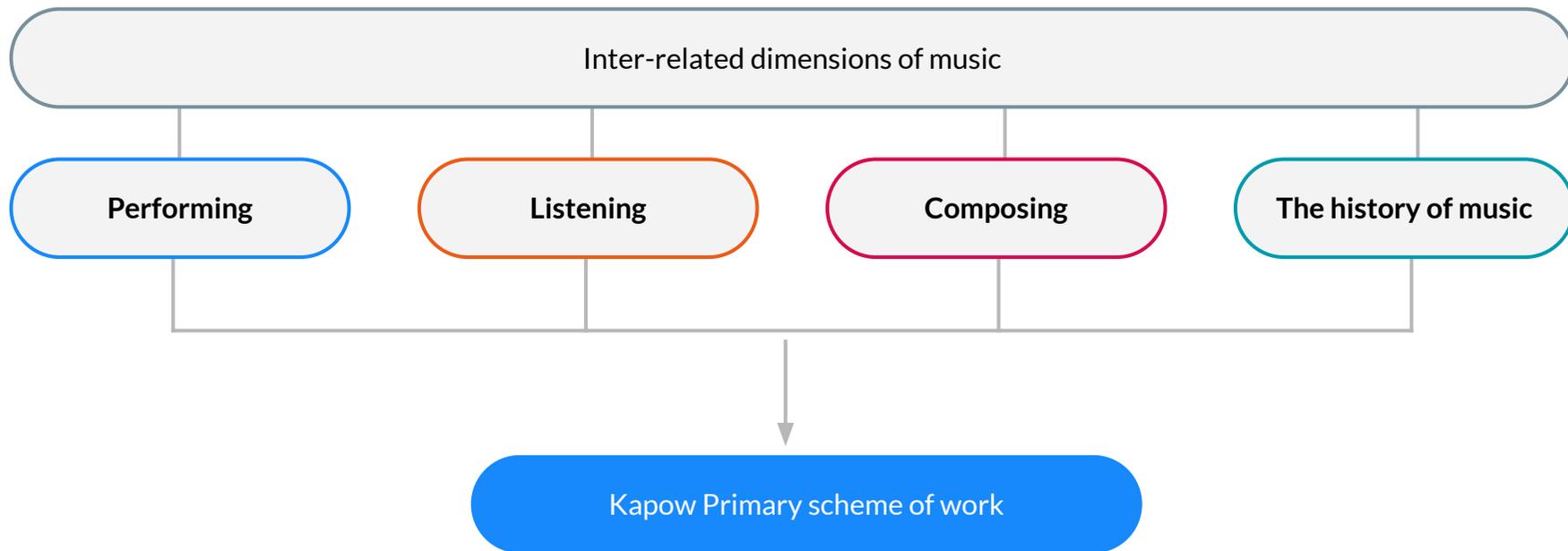
The National Curriculum for Music aims to ensure that all pupils:

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.

# 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.'*

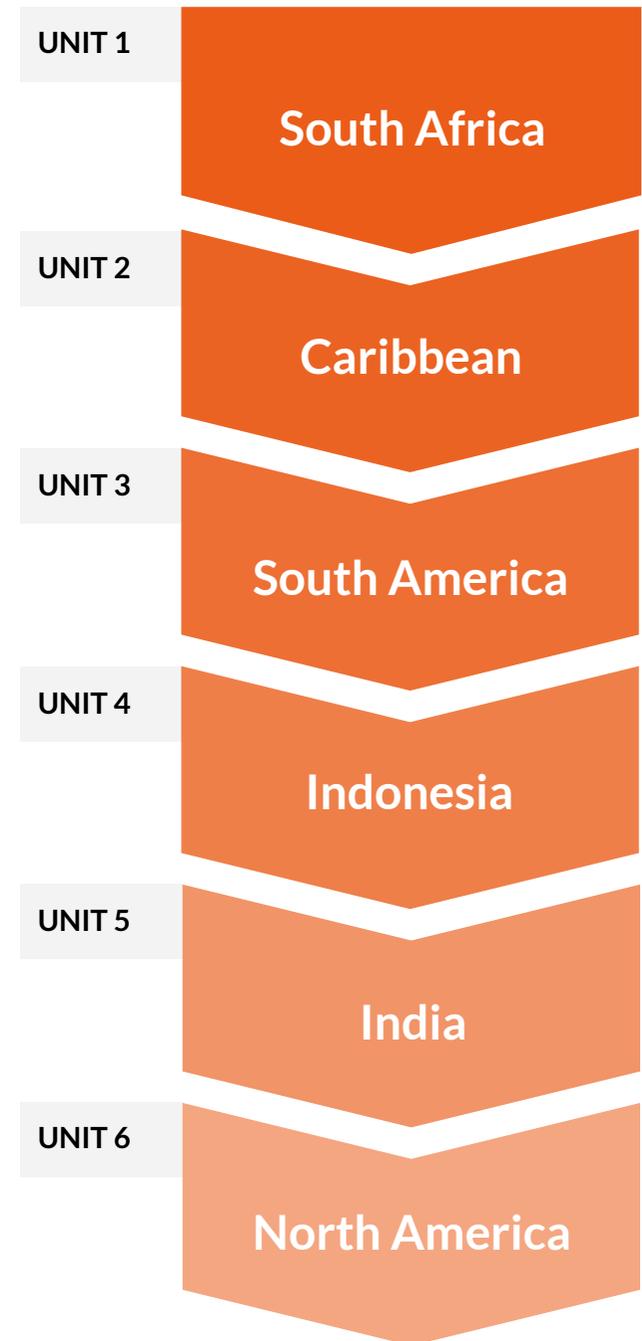
At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

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 the first two units of the instrumental scheme in Year 3 alongside the following two units from our main scheme:

	Unit 1	Unit 2	Unit 3	Unit 4
Year 3	Instrumental scheme: <a href="#">South Africa</a>	<a href="#">Developing singing technique</a> (Theme: <a href="#">The Vikings</a> )	Instrumental scheme: <a href="#">Caribbean</a>	<a href="#">Pentatonic melodies and composition</a> (Theme: <a href="#">Chinese New Year</a> )



# Other useful documentation

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

- ✓ [National curriculum mapping](#)
  - Shows how our scheme of work meets the National Curriculum requirements.
- ✓ [Progression of skills 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 grid for Music](#)
- ✓ [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
<b>EYFS</b>	<u>Exploring sound</u>	<u>Music and movement</u>	<u>Musical stories</u>	<u>Big band</u>
<b>Year 1</b>	<u>Pulse and rhythm</u> (Theme: All about me)	<u>Musical Vocabulary</u> (Theme: Under the sea)	<u>Timbre and rhythmic patterns</u> (Theme: Fairytales)	<u>Pitch and tempo</u> (Theme: Superheroes)
<b>Year 2</b>	<u>West African call and response song</u> (Theme: Animals)	<u>Orchestral instruments</u> (Theme: Traditional stories)	<u>Musical me</u>	<u>Myths and legends</u>
<b>Year 3</b>	<u>Ballads</u>	<u>Developing singing technique</u> (Theme: The Vikings)	<u>Pentatonic melodies and composition</u> (Theme: Chinese New Year)	<u>Traditional instruments and improvisation</u> (Theme: India)
<b>Year 4</b>	<u>Body and tuned percussion</u> (Theme: Rainforests)	<u>Changes in pitch, tempo and dynamics</u> (Theme: Rivers)	<u>Samba and carnival sounds and instruments</u>	<u>Adapting and transposing motifs</u> (Theme: Romans)
<b>Year 5</b>	<u>Composition notation</u> (Theme: Ancient Egypt)	<u>Blues</u>	<u>South and West Africa</u>	<u>Composition to represent the festival of colour</u> (Theme: Holi festival)
<b>Year 6</b>	<u>Advanced rhythms</u>	<u>Dynamics, pitch and tempo</u> (Theme: Fingal's Cave)	<u>Theme and Variations</u> (Theme: Pop art)	<u>Composing and performing a Leavers' Song</u>

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)