

# Music

## Long-term plan

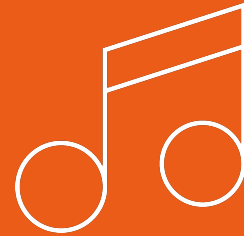
### Condensed

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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 10.07.2024.

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



**Kapow**  
Primary™

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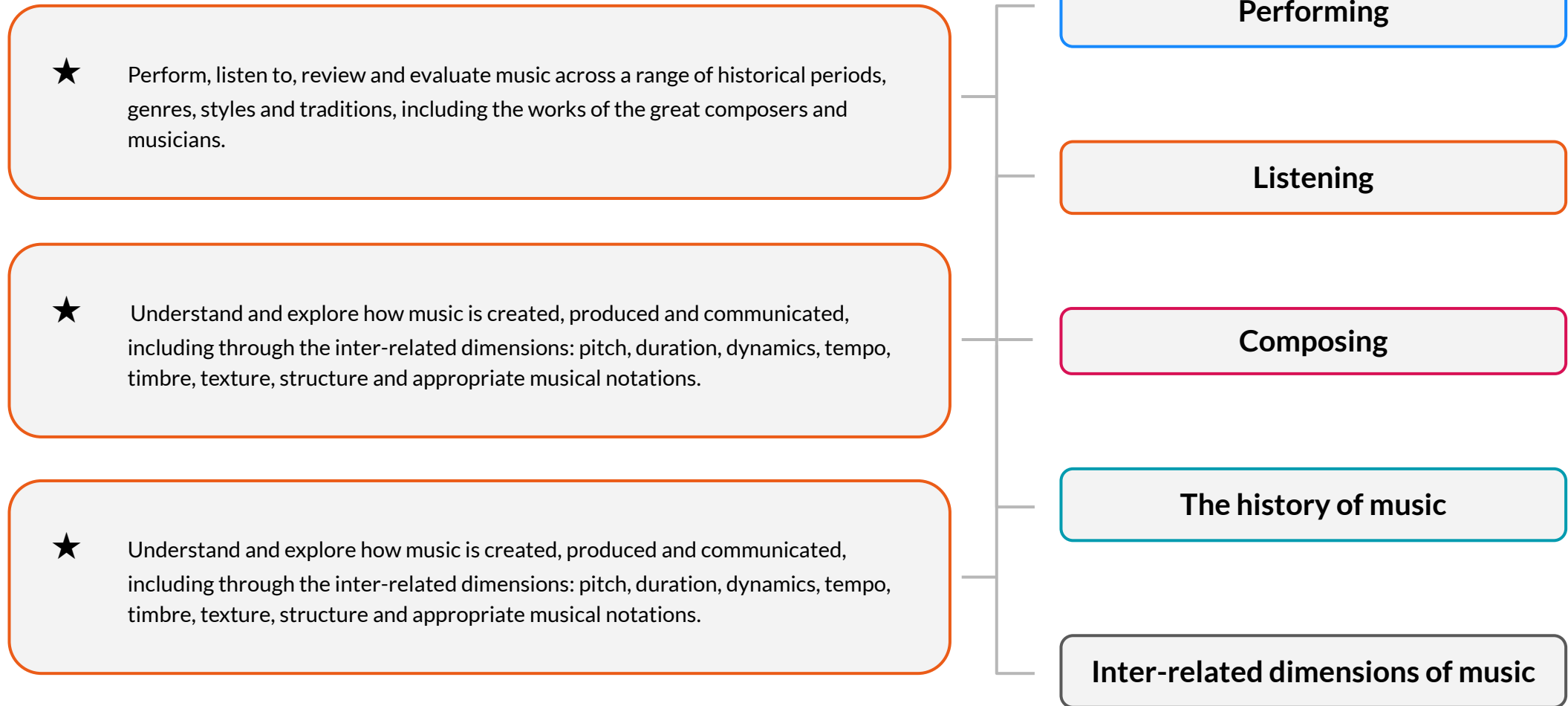
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# How does Kapow Primary help our school to meet statutory guidance for Music?

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

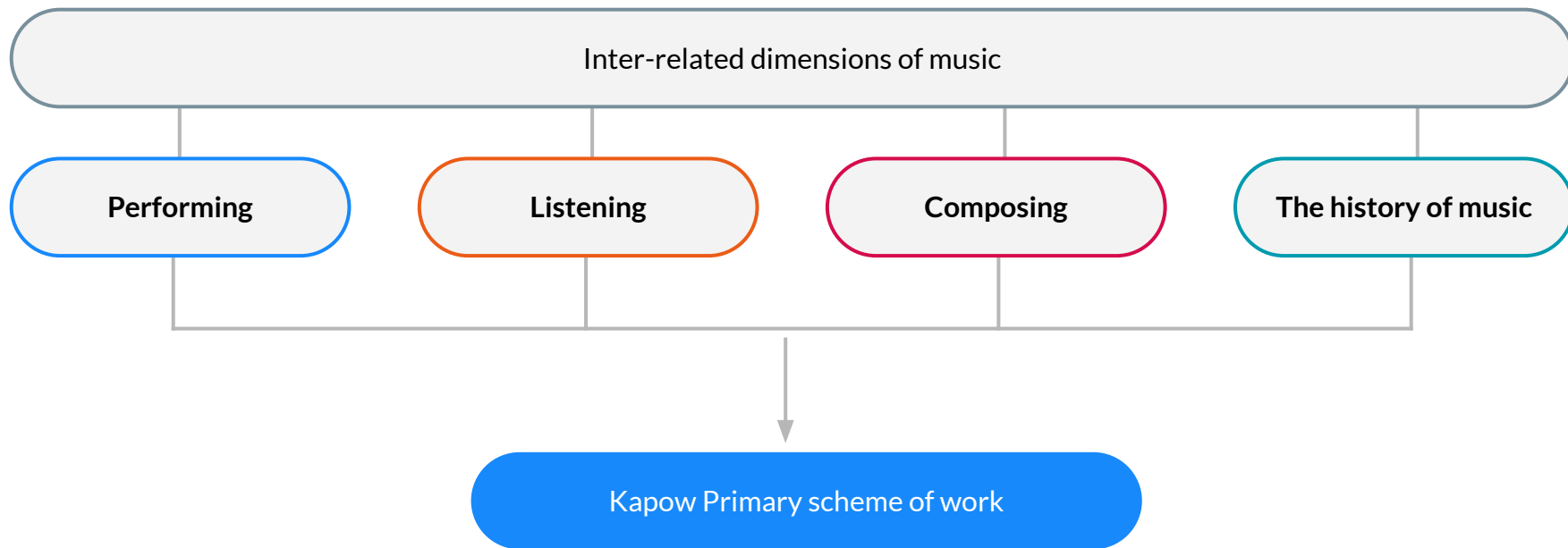
The National Curriculum for Music aims to ensure that all pupils:

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



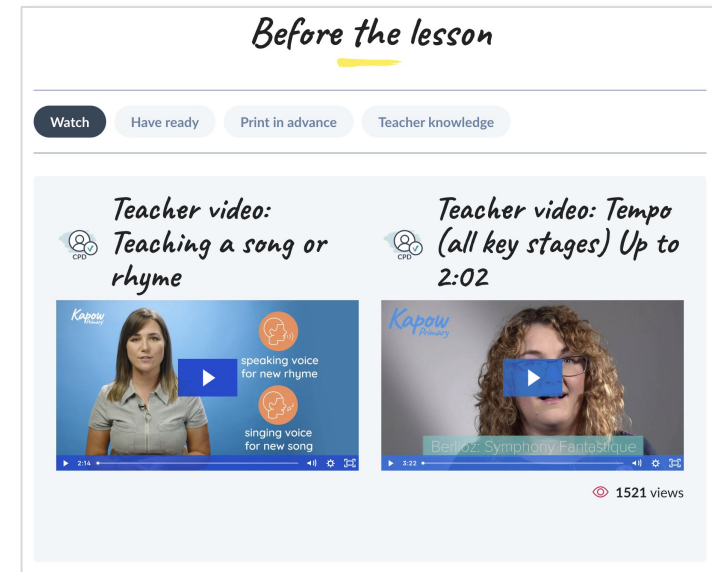
Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand.

# 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.





# Oracy in Music

**'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'**

**Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'**

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

## Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

## Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Music curriculum, pupils have opportunities to develop their oracy skills by:

- Rehearsing as a group and singing as an ensemble.
- Listening with concentration and providing feedback about other children's and composers' work.
- Expressing opinions respectfully.
- Collaborating in a group.
- Discussing composition or personal preferences using musical vocabulary.
- Reasoning about instrument choices and justifying choices of instruments or sounds in compositions using musical vocabulary.
- Modifying tone of voice.
- Building confidence when using their voice.



# 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 the Key stage 2 year groups, units themselves do not need to be taught in the suggested order. In Key stage 1, we suggest following the suggested order set out (see [here](#)).

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.

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.



# Changes for 2024/25

## What's happening and why?

- All units in Years 1 and 2 are being refreshed to further embed the requirements of the Model Music Curriculum.
- **These are refreshed, updated versions of the current units although the titles may have changed.**
- Two new strands (Creating sound and Notation) will be created on our Progression of skills and knowledge (to be published 19.08.2024) - the refreshed units will reflect these. This is in response to the findings of the subject report from Ofsted - '[Striking the right note](#)' - September 2023. These strands will be progressively introduced at KS1 and then covered throughout the whole scheme over the course of the next academic year.

## Which units are being refreshed and what will they be called? (See [p.13](#))

We recommend the units are taught in this order to ensure progression.

### Y1

Unit 1 Keeping the pulse (My favourite things)

Unit 2 Sound patterns (Fairytale)

Unit 3 Pitch (Superheroes)

Unit 4 Musical symbols (Under the sea)

### Y2

Unit 1 Call and response (Animals)

Unit 2 Instruments (Musical storytelling)

Unit 3 Structure (Myths and Legends)

Unit 4 Pitch (Musical me)

## When is this happening?

- Year 1 and 2 refreshed units will be published and available for September 2024, ready to teach in the new academic year.

## What do I need to do?

When published (19.08.2024):

- Ensure you look over the refreshed units to make sure you're prepared.
- Subject leads should check the new key skills and progression document and the updated guidance and units on the LTP.
- Check the equipment list for the refreshed units to ensure you're prepared.



# 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.'*

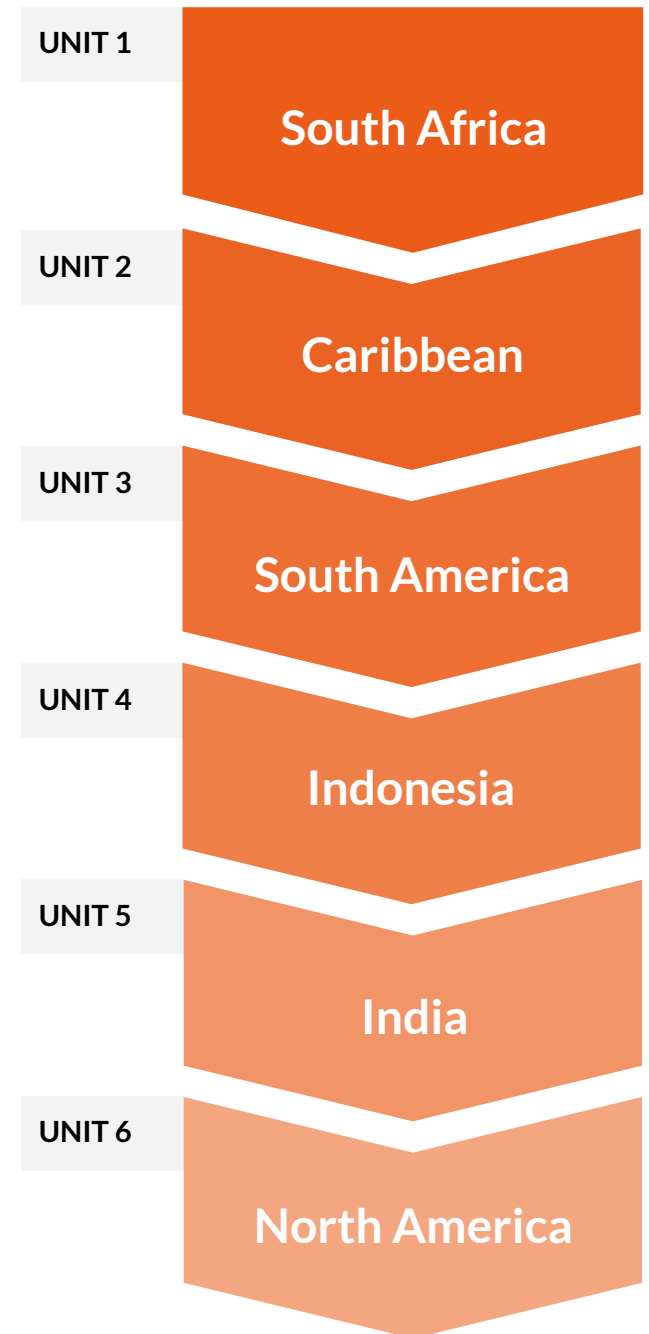
At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

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: <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> )
Year 4	Instrumental scheme: <a href="#">South Africa</a> or <a href="#">South America</a>	<a href="#">Body and tuned percussion</a> (Theme: <a href="#">Rainforests</a> )	Instrumental scheme: <a href="#">Caribbean</a> or <a href="#">Indonesia</a>	<a href="#">Changes in pitch, tempo and dynamics</a> (Theme: <a href="#">Rivers</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 spreadsheet](#)
- ✓ [Intent, Implementation, Impact statement](#)
- ✓ [Music key skills and knowledge by unit](#)

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.

Please note: This Long-term plan is being updated for 2024/25. See [here](#) for changes.

	Unit 1	Unit 2	Unit 3	Unit 4
<b>EYFS</b>	<a href="#">Exploring sound</a>	<a href="#">Music and movement</a>	<a href="#">Transport</a>	<a href="#">Big band</a>
<b>Year 1</b>	<a href="#">Pulse and rhythm</a> (Theme: All about me)	<a href="#">Musical Vocabulary</a> (Theme: Under the sea)	<a href="#">Timbre and rhythmic patterns</a> (Theme: Fairytales)	<a href="#">Pitch and tempo</a> (Theme: Superheroes)
<b>Year 2</b>	<a href="#">West African call and response song</a> (Theme: Animals)	<a href="#">Orchestral instruments</a> (Theme: Traditional stories)	<a href="#">Musical me</a>	<a href="#">Myths and legends</a>
<b>Year 3</b>	<a href="#">Ballads</a>	<a href="#">Developing singing technique</a> (Theme: The Vikings)	<a href="#">Pentatonic melodies and composition</a> (Theme: Chinese New Year)	<a href="#">Traditional instruments and improvisation</a> (Theme: India)
<b>Year 4</b>	<a href="#">Body and tuned percussion</a> (Theme: Rainforests)	<a href="#">Changes in pitch, tempo and dynamics</a> (Theme: Rivers)	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Adapting and transposing motifs</a> (Theme: Romans)
<b>Year 5</b>	<a href="#">Composition notation</a> (Theme: Ancient Egypt)	<a href="#">Blues</a>	<a href="#">South and West Africa</a>	<a href="#">Composition to represent the festival of colour</a> (Theme: Holi festival)
<b>Year 6</b>	<a href="#">Dynamics, pitch and tempo</a> (Theme: Fingal's Cave)	<a href="#">Theme and Variations</a> (Theme: Pop art)	<a href="#">Baroque</a>	<a href="#">Composing and performing a Leavers' Song</a>

**New for 2024/25!** This Music long-term plan is being updated for the coming school year to reflect refreshed content. See [here](#) for more information.  
Links will be added as refreshed units are published.  
All related documents will be updated to reflect changes by 19.08.2024.

	Unit 1	Unit 2	Unit 3	Unit 4
<b>EYFS</b>	<a href="#">Exploring sound</a>	<a href="#">Music and movement</a>	<a href="#">Transport</a>	<a href="#">Big band</a>
<b>Year 1</b>	Keeping the pulse (My favourite things)	Sound patterns (Fairytale)	Pitch (Superheroes)	Musical symbols (Under the sea)
<b>Year 2</b>	Call and response (Animals)	Instruments (Musical storytelling)	Structure (Myths and legends)	Pitch (Musical me)
<b>Year 3</b>	<a href="#">Ballads</a>	<a href="#">Developing singing technique (Theme: The Vikings)</a>	<a href="#">Pentatonic melodies and composition (Theme: Chinese New Year)</a>	<a href="#">Traditional instruments and improvisation (Theme: India)</a>
<b>Year 4</b>	<a href="#">Body and tuned percussion (Theme: Rainforests)</a>	<a href="#">Changes in pitch, tempo and dynamics (Theme: Rivers)</a>	<a href="#">Samba and carnival sounds and instruments</a>	<a href="#">Adapting and transposing motifs (Theme: Romans)</a>
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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).
10.07.24	Updated to reflect upcoming updates to units in KS1 (p.9 and p.12). Added a page about oracy in Music on p.7. Change to information about the flexibility of the scheme (p. 9).