Long term overview for music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	ELG: Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music					
Year 1	Keeping the Pulse – My Favourite Things	Tempo – Snail and Mouse *Nativity*	Dynamics - Seaside	Pitch - Superheroes	Musical Symbols – Under the Sea	Sound Patterns - FairyTales
Year 2	Call and response song (animals)	Instruments – musical storytelling	Singing – On this Island	Structure – Myths and Legends	Contrasting Dynamics - Space	Pitch – Musical Me
Year 3	**Jazz**	**Instruments and improvisation (Ocarinas)**	**Pentatonic melodies and composition (Chinese New Year)**	**Creating compositions in response to animation (Mountains)**	**Developing Singing technique**	**Ballads**
Year 4	**Haiku, music and performance**	Rock and roll	**Changes in pitch, tempo and dynamics (Rivers)**	**Samba and carnival sounds and instruments (South America)**	**Body and tuned percussion (Rainforests)**	**Adapting and transposing motifs (Romans)**
Year 5	**Composition notation (Ancient Egypt)**	**Blues**	**South and West Africa**	**Composition to represent the festival of colour (Holi festival)**	**Looping and remixing**	**Musical theatre**
Year 6	**Baroque**	**Dynamics, pitch and tempo (Fingal's cave)**	**Songs of World War 2**	**Film music**	**Theme and variations (Pop art)**	**Year 6 production**

<u>Meeting our Vision and Values</u>

Vision: At Platt C of E Primary School, we want pupils to develop an appreciation and enjoyment of music. We want them to recognise how it can contribute to their well-being to support their growth as individuals and academically. The beginnings lie in the Foundation Stage where pupils join in with rhymes and songs and playing percussion. As pupils go through the school their knowledge, skills and appreciation for music will progress, culminating in them meeting the aims of the National Curriculum. Like the parable of the mustard seed, music gives pupils a way to develop any unique gifts in this area and grow as potential musicians.

Values:

Care (compassion, friendship)	**Learn** (wisdom, koinonia)	**Forgive** (forgiveness, hope)
Music offers the opportunities to work independently, in small groups, as a whole class and a whole school. This naturally encourages friendship and compassion towards others as we listen, play and sing together.	Pupils will be exposed to a wide variety of music genres including from other cultures, thereby developing their understanding and tolerance of others. Pupils will learn how to read musical notation, perform, listen, compose and will learn about the history of music. They will also gain wisdom in how music can affect us spiritually.	Through music and song lyrics, pupils develop their understanding of forgiveness. They learn to forgive themselves for mistakes made in their learning. Music can feel hopeful and joyful – we will deepen pupils's understanding of how music does this.

Intent

The intention of the Kapow Primary music scheme is first and foremost to help pupils 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 pupils need in order to become confident performers, composers, and listeners. Our curriculum introduces pupils to music from all around the world and across generations, teaching pupils to respect and appreciate the music of all traditions and communities.

Pupils will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps pupils develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to pupils' development as learners and have a wider application in their general lives outside and beyond school.

Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the National curriculum.

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, pupils 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.
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. Pupils 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.

Music at Platt C of E Primary School is an opportunity to express yourself, feelings and emotions. It can evoke thought and emotional responses that other subject areas cannot. By experiencing all different types of music, our pupils will be able to identify them and the musical patterns within them. They will be able to articulate what they like/dislike about music and why. Pupils will learn to play instruments through whole class lessons and peripatetic opportunities. Pupils have a weekly lesson of between 30 and 45 minutes.

Singing is an integral part of the music curriculum that is not only explored through music lessons but through singing collectively as a whole school and in choir. Singing gives the whole school an opportunity to come together as one, in school and in church for spiritual moments.

Music is shared with the community through choir performances, church services, musical soirees, the nativity and the Year 6 performances.

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. Each lesson begins with a 'Recap and Recall' section to help make links with previous 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 our 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 pupils 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.