



Music Overview

STRIDE Curriculum 2023/24



Intent and Design – What are we trying to achieve?

We use the Kapow Primary music Scheme. The intention of the 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 in order 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.

Speaking We Speak with core vocabulary, confidence and care	Thinking We think deeply and widely using our head and our heart	Reading We read for knowledge and pleasure	Inspiring Attitudes	Determined Ambition We achieve our goals	Everyone We include and value everyone
<ul style="list-style-type: none"> • Key vocabulary is highlighted for each knowledge journey • 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. • Discussing composition or personal preferences using musical vocabulary. • Modifying tone of voice. • Building confidence when using their voice. 	<p>Pupils gain three types of knowledge in music:</p> <ul style="list-style-type: none"> • <u>Declarative</u> Knowing that... e.g. naming instruments, music terminology, symbols, styles and significant musicians • <u>Disciplinary -</u> Knowing how... e.g. how to hold an instrument, produce sounds, read notation, play a melody • <u>Tacit -</u> Knowing intuitively... e.g. through experience, rhythm, knowing pitch, how to evoke feeling 	<ul style="list-style-type: none"> • Pupils engage with texts about great musicians • Children learn about great musicians and their work through rich texts and books 	<ul style="list-style-type: none"> • Pupils demonstrate their Seagrave Steps (school values) in their artwork e.g. collaborating in a group • Pupils appreciate a diverse range of music with maturity • Pupils understand that music is therapeutic contributing to positive mental health 	<ul style="list-style-type: none"> • Pupils perform longer pieces of music solo and in groups • Pupils understand and can read notation • Pupils learn an instrument 	<ul style="list-style-type: none"> • Everyone has access to the Music National Curriculum. • Suitable learning opportunities for all, including a range of challenges • Adapted equipment will always be provided for pupils • Staff recognise each pupils' individual strengths and these are celebrated • Adaptive teaching is provided for each lesson



MUSIC Overview

STRIDE Curriculum 2023/24



Implementation – How will we arrange learning?

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:

- **Listening and evaluating**
- **Creating sound**
- **Notation**
- **Improvising and composing**
- **Performing**

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, demonstrate 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 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.'

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, are effective for learning notation because the note names are written on the bars and are already available in many schools. Our mixed-age long-term plan for Music, incorporates two of the instrumental units into Year 3/4 Cycle A so that you can fulfill the recommendation of providing an instrumental programme that lasts for a term.

As we have mixed age classes we operate a Cycle A/B

EYFS		Year 1/2	
		Cycle A	Cycle B
Exploring sound	Autumn 1	Year 1: Keeping the pulse (My favourite things)	Year 1: Dynamics (Seaside)
Celebration music	Autumn 2	Year 1: Tempo (Snail and mouse)	Year 1: Sound patterns (Fairy tales)
Music and movement	Spring 1	Year 1: Pitch (Superheroes)	Year 2: Call and response (Animals)
Musical stories	Spring 2	Year 2: Instruments (Musical storytelling)	Year 1: Musical symbols (Under the sea)
Transport	Summer 1	Year 2: Singing (On this island)	Year 2: Contrasting dynamics (Space)
Big band	Summer 2	Year 2: Pitch (Musical me)	Year 2: Structure (Myths and legends)

Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle A	Cycle B
Instrumental lessons unit: South Africa*	Year 3: Creating a composition in response to an animation (Theme: Mountains)	Autumn 1	Year 6: Film music	Year 5: Looping and remixing
Year 3: Developing singing technique (Theme: Vikings)	Year 4: Rock and Roll	Autumn 2	Year 5: Composition notation (Theme: Ancient Egypt)	Year 5: Blues
Instrumental lessons unit: Caribbean*	Year 3: Ballads	Spring 1	Year 5: Musical theatre	Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)
Year 4: Body and turned percussion (Theme: Rainforests)	Year 4: Haiku, music and performance (Theme: Hanami festival)	Spring 2	Year 6: Theme and variations (Theme: Pop Art)	Year 5: Composition to represent the festival of colour (Theme: Holi festival)
Year 3: Jazz	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)	Summer 1	Year 6: Songs of World War 2	Year 5: South and West Africa
Year 4: Adapting and transposing motifs (Theme: Romans)	Year 4: Samba and carnival sounds and instruments (Theme: South America)	Summer 2	Year 6: Composing and performing a Leavers' song** (6 lessons)	Year 6: Composing and performing a Leavers' song** (6 lessons)



MUSIC Overview

STRIDE Curriculum 2023/24



Impact – how will we achieve our aims?

Work sample analysis	What do floor books show?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? How good is questioning in lessons?
Surveys	What do teachers and families say about this subject?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Data analysis	What does the data tell us?
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject?
Training	What is the impact of the training undertaken?
Learning Environment	How does the learning environment support learning in this subject area?