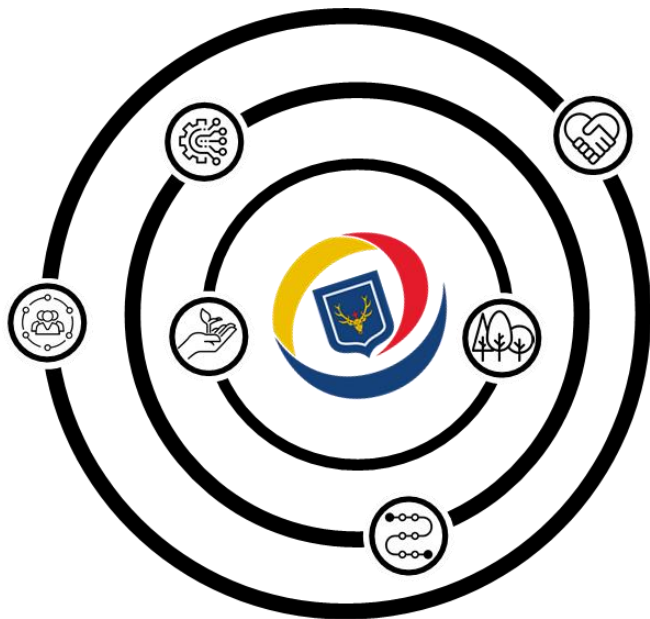


OUR LADY AND ST. HUBERT'S PRIMARY

Music Knowledge Progression



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.

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Music Curriculum Intent

Our music curriculum will help foster a love of music from different styles, periods and cultures. Children will develop a confidence to perform and express themselves through singing and playing. They will develop an understanding of musical language and ideas and use this to discuss what they hear and compose. Musical vocabulary has been progressively mapped and will be taught in EYFS, KS1 and KS2 and children will be expected to use it while appraising various types of music as well as when they self-evaluate. Music is powerful; it is a crucial tool to connect children to their faith and will underpin worship across the school.

Implementation of the Music Curriculum

Through the music scheme Kapow, children will be exposed to range of music and have the opportunity to express themselves through compositions, building on a taught progression of musical ideas and skills across their time in school. Where possible, this learning will be linked to the wider learning of the Year group, allowing children to enhance their broad curriculum learning through the medium of music, however the progression of knowledge and skills will be key to the construction of the Long Term Plan. Kapow sessions mirror the structure of lessons in other broad curriculum areas at OLSH, following current educational research and Rosenshine's Principles. Each unit starts with a low stakes quiz to assess knowledge, then each lesson starts with a recap of prior learning to check for misconceptions. At the end of the unit, children repeat the initial unit quiz to show what they have learned and to demonstrate the progress they have made. Kapow regularly update their curriculum based on new research and advice from professional bodies- it has recently been updated (2024) to reflect findings from recent Ofsted research reviews as wells as the Model Music Curriculum. Music is often a lesson where children surprise you- children's core academic ability is often irrelevant and this allows all children the opportunity to shine. Outcomes are creative, learning often includes paired/group discussions and scaffolding and/or challenges are easily accessible. Singing will be a regular part of school life and children will practise singing and praising together weekly. Children in KS2 will be offered the chance to learn a brass, woodwind, strings or percussion instrument and they also have the chance to join the school choir.

Impact of the Music Curriculum

Children will develop a love and appreciation of a range of music while also learning about the cultures and the ideas explored within the music. Children at Our Lady and St Huberts will be able to express their opinions about their own and others' music, using a developed musical vocabulary- understanding how to describe the music, how the music makes them feel (and why) and identifying key instruments/sounds within it. Through the use of Knowledge Organisers, children will be able to assess their understanding before, during and after the unit; they will self assess against knowledge objectives, skills learned and how they have used the 6Cs in their final performances. Children will also have the opportunity to reflect on what went well and what they found difficult and/or need to improve in the next unit, encouraging them to take more ownership of their learning. They will have the musical knowledge and confidence to express themselves and perform both solo and in groups using a range of sounds and instruments with enthusiasm and confidence. We want to create well rounded musicians, with the hope that this passion continues into the next stage of their life, and beyond.

The National Curriculum for Music

Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music

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:

Listening and evaluating

Creating sound

Notation

Improvising and composing

Performing - singing and playing

Our Curriculum – Kapow

In 2024, OLSH chose to adopt the Condensed Curriculum from Kapow. Kapow recognise that curriculum time is very precious in primary schools, and that sometimes other subject areas can be prioritised over subjects, like Music. Therefore, they have created a Condensed curriculum version of their Long term plan to help those schools who want to ensure that their school covers the objectives in the National Curriculum, through carefully planned, progressive and engaging lessons. The 4 units cover a range of musical styles covered and ensure that knowledge and skills are built on. See Long Term plan overview at the end of this document.

What is Musical knowledge?

The Ofsted research review series states that pupils learn in music by acquiring three types of knowledge: **tacit, procedural or declarative**

Substantive knowledge	Disciplinary knowledge
<p data-bbox="107 363 555 392">Declarative knowledge - 'knowing that'</p> <p data-bbox="107 403 981 512">This is the factual information and concepts pupils learn that can be clearly stated or 'declared.' This type of knowledge is most often developed in our 'Listening and evaluating and 'Notation' strands.</p> <p data-bbox="107 560 230 588">It includes:</p> <ul data-bbox="107 600 958 818" style="list-style-type: none"> ● Being able to name musical instruments and their characteristics. ● Understanding musical terminology, such as pitch, tempo, rhythm etc. ● Naming symbols used in musical notation and what they represent. ● Knowing about musical styles and genres and their cultural and historical background. ● Knowing about significant figures in music. 	<p data-bbox="1037 363 1485 392">Procedural knowledge - 'knowing how'</p> <p data-bbox="1037 403 2045 472">Procedural knowledge is most often developed in our 'Creating sound,' 'Improvising and Composing' and 'Performing' strands.</p> <p data-bbox="1037 483 1955 552">Playing music is a skill, but to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge such as:</p> <ul data-bbox="1037 563 1686 707" style="list-style-type: none"> ● How to hold the instrument correctly. ● How to produce different sounds with the instrument. ● How to read the notation in front of them. ● How to play a melody in time. <p data-bbox="1037 754 2056 898">There is a crossover between tacit and procedural knowledge - to some extent this procedural knowledge may be gained instinctively but it may not, or it may need refining, and our Kapow curriculum details when procedural knowledge will be explicitly taught to pupils.</p>
<p data-bbox="107 940 544 968">Tacit knowledge - 'knowing intuitively'</p>	
<p data-bbox="107 983 1697 1011">Much of the knowledge gained in music learning is gained through experience of music and informal listening, not through direct instruction.</p> <p data-bbox="107 1023 891 1051">Tacit knowledge can be both substantive or disciplinary and includes:</p> <ul data-bbox="107 1062 1462 1238" style="list-style-type: none"> ● Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music. ● Learning how to hold instruments through hands-on experience. ● Understanding pitch and tone in singing through practise and imitation. ● Instinctively moving to music, showing an understanding of rhythm and expression through their bodies. ● Understanding that music can evoke feelings, by listening and reacting to different types of music. <p data-bbox="107 1286 2067 1398">In the Kapow Primary curriculum, there are many opportunities for pupils to develop this tacit knowledge. In EYFS (Reception) and Key Stage 1, children are encouraged to explore instruments, sound and emotions and as they develop musically, this tacit knowledge is refined with more explicit instruction. Tacit knowledge is most often developed in our: 'Listening and evaluating, 'Creating sound' and 'Improvising and composing' strands where pupils develop an intuitive understanding of music.</p>	

Key knowledge for each year group: Red text = The inter-related dimensions of music, often known as the building blocks of music

Progression of skills- EYFS and KS1		Listening and evaluating	
EYFS- Development Matters: Children in reception will be learning to: Listen attentively, move to and talk about music, expressing their feelings and responses. National Curriculum- End of KS1: Pupils should be taught to: Listen with concentration and understanding to a range of high-quality live and recorded music.			
	EYFS	Year 1	Year 2
Listening and responding to music	Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). Using artwork or creative play as a way of expressing feelings and responses to music.	Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music.	
		Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to move in time with the beat of the music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)	Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
Analysing	Identifying and imitating sounds from a variety of music. Considering whether background music and sound effects can enhance storytelling.	Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud). Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do re mi). Talking about the tempo of music using the vocabulary of fast and slow. Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent. Talking about the pitch of music, using the vocabulary of high and low.	
Evaluating	Showing preferences for certain music or sounds.	Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.	

Cultural and historical awareness of music	Listening to music from a wide variety of cultures and historical periods.	N/A
Instrumental awareness	To recognise and name at least two instruments from Groups A and B (See end of document)	To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms.

Progression of skills- KS2			Listening and evaluating	
National Curriculum- KS2: Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.				
	Year 3	Year 4	Year 5	Year 6
Listening and responding to music	Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.	
Analysing	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>
Evaluating	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing	Using musical vocabulary (related to the inter-related dimensions of music)	Comparing, discussing and evaluating music using detailed musical vocabulary.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.

	improvements to their own and others' work.	when discussing improvements to their own and others' work.	Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Cultural and historical awareness of music	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

Progression of skills- EYFS and KS1

Creating sound

KS1 only for 24-25

EYFS- Development Matters: Children in reception will be learning to:
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Explore and engage in music making and dance, performing solo or in groups.

National Curriculum- End of KS1: Pupils should be taught to:
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.

	EYFS	Year 1	Year 2
Singing repertoire	Singing short, rhythmic rhymes and songs.	Singing simple songs, chants and rhymes from memory.	
		Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.	
Singing technique	Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities.	Competently singing songs with a very small pitch range (two notes that are different but close together).	Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).
		Breathing at appropriate times when singing	
Instruments	Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.)	Exploring changing their singing voice in different ways.	Adapting their singing voice to be loud or soft at the direction of a leader.
		Singing a range of call and response chants, attempting to match the pitch and tempo they hear.	Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice').
		Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)	
		Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)	

	<p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B.) <i>Using instruments to begin to follow a beat, with guidance. (Group A.)</i></p>	<p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p>
Posture	Finding a comfortable static position when playing instruments or singing.	Maintaining a comfortable position when sitting or standing to sing and play instruments.

Progression of skills- EYFS and KS1		Notation	
EYFS- Development Matters: N/A National Curriculum- End of KS1: N/A			
	EYFS	Year 1	Year 2
Understanding notation		Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.	
Representing pitch	Developing an awareness of high and low through pictorial representations of sound.	To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	
		Recognising pitch patterns using dots	Using a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches).
Representing rhythm	Developing an awareness of how simple marks or objects can show single beats and single beat rests.	Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests.	

Progression of skills- KS2			Notation	
National Curriculum- KS2: Pupils should be taught to: Use and understand staff and other musical notations.				
	Year 3	Year 4	Year 5	Year 6
Understanding notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play..	To know that 'performance directions' are words added to music notation to tell the performers how to play.	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>
Representing pitch and rhythm	<p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	<p>Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>

Progression of skills- EYFS and KS1

Improvising and composing

EYFS- Development Matters: Children in reception will be learning to: ● Explore, use and refine a variety of artistic effects to express their ideas and feelings.

- Explore and engage in music making and dance, performing solo or in groups.

National Curriculum- End of KS1: Pupils should be taught to: ● Experiment with, create, select and combine sounds using the interrelated dimensions of music.

	EYFS	Year 1	Year 2
Stimulus and purpose	Exploring and imitating sounds from their environment and in response to events in stories	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	
Improvising	Exploring and imitating sounds.	Improvising simple question and answer phrases, using untuned percussion or voices.	
Creating and selecting sounds	<p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p>	<p>Experimenting with creating different sounds using a single instrument.</p> <p>Experimenting with creating loud, soft, high and low sounds.</p> <p>Selecting objects and/or instruments to create sounds to represent a given idea or character.</p>	<p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p>
Sequencing	N/A	Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Progression of skills- KS2

Improvising and composing

National Curriculum- KS2: Pupils should be taught to:

- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music

	Year 3	Year 4	Year 5	Year 6
Stimulus and purpose	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments
Improvising	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.
Creating and selecting sounds	Suggesting and implementing improvements to their own work, using musical vocabulary	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary
Sequencing	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

Progression of skills- EYFS and KS1

Performing

EYFS- Development Matters: Children in reception will be learning to:

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

National Curriculum- End of KS1: Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.







	EYFS	Year 1	Year 2
Understanding and evaluating performance	Beginning to say what they liked about others' performances.	Offering positive feedback on others' performances.	
Awareness of music	N/A	Starting to maintain a steady beat throughout short singing performances.	
Awareness of self	Facing the audience when performing. Spontaneously expressing feelings around performing.	Keeping instruments still until their part in the performance.	Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance.
Awareness of others	Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately.

Progression of skills- KS2			Performing	
<p>National Curriculum- KS2: Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 				
	Year 3	Year 4	Year 5	Year 6
Understanding and evaluating performance	Offering constructive feedback on others' performances		Using musical vocabulary to offer constructive and precise feedback on others' performances.	
Awareness of music	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Performing by following a conductor's cues and directions.</p>
Awareness of self and others	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	<p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p>



The 6Cs and Music

How our 6Cs will be evident through our music curriculum

 <p>Character</p>	 <p>Citizenship</p>	 <p>Communication</p>
<p>Children will build confidence in themselves as they perform with and to other people, experimenting with different instruments. They will develop perseverance as they compose and create music, coming to see mistakes and failures as opportunities to learn.</p>	<p>Through listening to and appreciating music from different times and cultures, children will become familiar with ideas, viewpoints and experiences beyond their own. They will recognise how music helps bring people together, share in and contribute to community music events.</p>	<p>Children will develop the key skill of listening within their music learning. They will recognise how focusing on others' expression helps them to contribute effectively and constructively. They will experiment with different styles of music in order to communicate a message or emotion.</p>
 <p>Collaboration</p>	 <p>Creativity</p>	 <p>Critical thinking</p>
<p>Children will regularly work together to compose and perform music. They will work together to ensure everyone plays their part in songs and performances and understand how different performers support one another.</p>	<p>Children will have several opportunities to create music with others, experimenting with new ideas, developing them and expressing themselves through composition.</p>	<p>One of the main strands of the Music curriculum is to appraise. Children will listen to music critically and analytically, responding to and comparing the music they listen to. They will use musical vocabulary to express their responses clearly.</p>


Kapow music Long Term Plan:


	Unit 1	Unit 2	Unit 3	Unit 4
R	Exploring sound	Music and movement	Transport	Big Band
1	Pulse and rhythm (All about me) Keeping the pulse (My favourite things) New 24-25	Musical vocabulary (Under the sea) Sound patterns (Fairy tales) New 24-25	Timbre and rhythmic patterns (Fairytale) Pitch and tempo (Superheroes) New 24-25	Pitch and tempo (Superheroes) Musical symbols (Under the sea) New 24-25
2	West African Call and Response (Animals)	Orchestral Music (Traditional stories) Instruments (Musical storytelling) New 24-25	Musical me Structure (Myths and Legends) New 24-25	Myths and Legends Pitch (Musical me) New 24-25
3	Ballads	Developing singing techniques (The Vikings)	Pentatonic melodies (Chinese New Year)	Traditional instruments and improvisation (India)
4	Body and tuned percussion (Rainforest)	Changes in pitch and tempo (Rivers)	Samba and Carnival sounds and instruments	Adapting and transposing motifs (Romans)
5	Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi festival)
6	Dynamics, pitch and tempo (Fingal's cave)	Theme and variations (Pop art)	Baroque	Composing and performing a Leaver's Song


Instrument use in school: Untuned instruments


Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the mid-line of their body. The instruments in Group B, develop pupils gross motor skills.


Group A These are instruments that are particularly useful for keeping a beat.


claves



woodblock



drum



guiro



triangle

Group B These are instruments that are particularly useful for adding expressive texture.


tambourine


egg shakers



maracas



rainstick


Instrument use in school: Tuned instruments


Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.


Group C


xylophone



glockenspiel



piano/
keyboard


hand bells


chime bars

Group D


ukulele


recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.