



Music Long Term Plan

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 five strands which run throughout our scheme of work:

- ★ 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

Listening and evaluating

- ★ 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

Creating sound

- ★ 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.

Notation

Improvising and composing

Performing - singing and playing

Listening and evaluating

Listening to music is important to develop an appreciation for music but listening with a critical ear also allows pupils to recognise how music is constructed and how it impacts the listener.

Listening and evaluating is therefore the precursor to Improvising and composing and [Performing](#).

By exposing pupils to a diverse range of music from various cultures and historical periods, this strand also fosters an understanding of the history of music.

Creating sounds

Learning technical proficiency with an instrument takes time, and the ability to create and control sound is fundamental to making music.

This proficiency requires knowledge of specific instruments, including how to hold and play them, as well as the development of fine (and sometimes gross) motor skills and postural awareness.

When it comes to singing, controlling breathing and voice modulation to create dynamic contrasts is crucial.

Notation

In order to compose and perform longer pieces of music, pupils need to understand notation as a means of communicating musical ideas.

They will learn that the position of notes on the staff indicates their pitch, and that the symbols used represent the duration of each note or rest.

Our aim is for pupils to be able to 'work out' how to read a simple piece of music from a given starting note by applying the principles of staff notation, rather than reading music by sight or simply memorising musical pieces. See [here](#) for more information.

Improvising and composing

Improvisation in music involves creating music spontaneously, without prior planning or written notes. This helps pupils build confidence, express themselves freely, and develop flexibility in their musical thinking.

Composition tasks require students to plan and structure their musical ideas. This structured approach strengthens their ability to organise thoughts systematically and often use notation to record their ideas.

Find out more about the composing process [here](#).

Performing - singing and playing

Performing provides pupils with a practical reason to hone and apply their musical skills.

It promotes group practice and collaboration, as pupils work together to achieve an aim.

This experience not only boosts pupils' confidence and self-esteem but also enhances their awareness of themselves and others within the group.

Find out more about the group practising process [here](#).

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 a two year cycle and a unit is allocated to each term throughout the year: Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2.

Within each unit, lessons must be taught in order as they build upon one another.

Units should be taught in the order suggested on this mixed-age long-term plan as they build progressively and units which build upon previous units will be organised into the same cycle to ensure all pupils cover them in the suggested order.

Please note that our Instrumental scheme is progressive and units and lessons must be taught in order.



St Mary's Mixed Age Long Term Plan

	Year 1 / 2		Year 3 / 4		Year 5 / 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn 1	Keeping the pulse (My favourite things)	Dynamics (Seaside)	Instrumental lessons unit: South Africa*	Creating a composition in response to an animation (Theme: Mountains)	Film music	Looping and remixing
Autumn 2	Tempo (Snail and mouse)	Sound patterns (Fairy tales)	Developing singing technique (Theme: Vikings)	Rock and Roll	Composition notation (Theme: Ancient Egypt)	Blues
Spring 1	Pitch (Superheroes)	Call and response (Animals)	Instrumental lessons unit: Caribbean*	Ballads	Musical theatre	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)
Spring 2	Instruments (Musical storytelling)	Musical symbols (Under the sea)	Body and turned percussion (Theme: Rainforests)	Haiku, music and performance (Theme: Hanami festival)	Theme and variations (Theme: Pop Art)	Composition to represent the festival of colour (Theme: Holi festival)
Summer 1	Singing (On this island)	Contrasting dynamics (Space)	Jazz	Changes in pitch, tempo and dynamics (Theme: Rivers)	Songs of World War 2	South and West Africa
Summer 2	Pitch (Musical me)	Structure (Myths and legends)	Adapting and transposing motifs (Theme: Romans)	Samba and carnival sounds and instruments (Theme: South America)	Composing and performing a Leavers' song	Composing and performing a Leavers' song