



INTENT

The intention of teaching music at Poppleton Ousebank Primary School is first and foremost to help children to feel that they are musical, to nurture their talent and provide opportunities for children to come together and experience unity. It allows children to express themselves and explore and illustrate the knowledge they have gained, as well as 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, whilst experiencing a sense of achievement. By following Kapow 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.

Children 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 children develop transferable skills such as team-working, leadership, creative thinking, problem solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

By following the Kapow Primary music schemes of work we enable pupils to meet the end of key stage attainment targets outlined in the National curriculum. The scheme progresses year on year allowing the children to draw on past knowledge and experiences to progress their learning. This is supported through the breadth of musical resources available at our school as well as additional opportunities to learn outside the classroom and beyond the curriculum. At Poppleton Ousebank we work in partnership with music specialists to give extra -curricular enrichment. Each week the children have an allocated timetabled lesson of music in which to embed the National Curriculum. To support this the children also take part in 'Toot Time' to introduce them to the resilience involved in learning a tuned instrument. The children also gain life lessons of respect and responsibility whilst caring for the instruments and their behaviours towards other performers.

IMPLEMENTATION

At Poppleton Ousebank we follow the Kapow Primary's Music scheme to support all staff in taking 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

The scheme allows for effective coverage and provides challenging experiences for the children.

Each half term the children will complete a five lesson unit which combines these strands within a cross-curricular topic designed to capture pupils' imaginations 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 un-tuned instruments accurately and with control. They will learn to recognise the name and interrelated dimensions of music-pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to

and built upon. Children 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 movements and dance elements, as well as making cross curricular links with other areas of learning.

Kapow offers guidance to staff to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Kapow provides support for all staff to deliver the scheme confidently and with the necessary knowledge. 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. Further CPD opportunities can also be found via the Kapow website and online webinars with music subject specialists. The addition of knowledge organisers for each unit are used to support in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Throughout each unit the children take part in light touch quizzes in order to convert their learning to their long-term memory and make their 'learning stick'.

In our school music is timetabled for one session a week as well as the addition of 'toot time' where children take part in a whole class practical lesson.

We have peripatetic teachers in school weekly, covering a variety of instruments on a 1:1 and small group basis. We also have assemblies at the beginning of the year to introduce these opportunities to the children. We have a school Rock and Pop band and we raise the profile of music within the school through various events throughout the year. These include 'POPFEST', Year 6 end of year concert, Christmas shows, plays, and taking part in organised performances such as 'Young Voices'. Where children are more able in music and have prior knowledge we invite them to perform for their peers, sharing their talent, love of music and to inspire others.

Progress within music is tracked throughout school with the aid of videos and recordings of the children in practise. Recordings are taken at intervals throughout a unit in order to demonstrate the progression achieved. The videos are also used as a teaching tool for the children to appreciate how far they have come and what they need to work on, as well as points of discussion for the teacher to provide feedback on their learning. 1:1 Teacher and peer on peer feedback takes place in each sessions to allow leaning to move forward.

Key Stage 1

Children learn to:

- 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

Key Stage 2

Children learn to:

- 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

Year 1

Listen and appraise	<p>Listen & describe: Listen to, and concentrate on, a range of musical styles.</p> <p>Identify themes: Make simple comments about the 'feel' of a piece of music.</p> <p>Appreciation: Express opinions about musical experiences. Compare: Make musical comparisons (between simple pieces with few instruments).</p> <p>Ask questions: Ask and answer</p>
Compose	<p>Create: Create rhythms, both solo and ensemble.</p> <p>Use technology: Record and play music.</p> <p>Critique: With some support, discuss the effect.</p>
Perform	<p>Sing: Clap, sing or chant in time with existing music.</p> <p>Aural memory: Reproduce simple rhythms.</p> <p>Play – untuned: Clap or play an untuned instrument in time; reproduce rhythms from memory.</p> <p>Play – tuned: Make some notes with control.</p>

Year 2

Listen and appraise	<p>Listen & describe: Start to compare styles, instrumentation and volume.</p> <p>Identify themes: Make comments about the 'feel' of a piece of music.</p> <p>Appreciation: Clearly verbalise their musical (dis)likes for pieces as a whole; accept that other people may have different views.</p> <p>Compare: Make musical comparisons between more complex pieces.</p> <p>Ask questions: Show curiosity by voluntarily asking questions about what they have heard.</p>
Compose	<p>Create: Create, blend or use existing sounds or a tuned instrument to create melody and harmony.</p> <p>Use technology: With help, do a simple search (eg on KidsTube) or for musical information.</p> <p>Critique: Discuss the effect of their composition.</p>

Perform	<p>Sing Sing in a group, mostly in time.</p> <p>Aural memory: Reproduce simple motifs and melodies (singing).</p> <p>Play – untuned: Perform in an ensemble, mostly in time.</p> <p>Play – tuned: Play in key with others.</p>
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Year 3	
Listen and appraise	<p>Listen & describe: Listen for and describe specific instrumentation of a piece.</p> <p>Identify themes: Start to identify musical themes, and how they might be represented by the 'feel' of the piece.</p> <p>Appreciation: Start to describe the musical aspects (eg instrument or genre) that they like or dislike.</p> <p>Compare: Start to link music to its historical and geographical context.</p> <p>Ask questions: Start to frame questions and answers in musically valid ways.</p>
Compose	<p>Create: Improvise music around a given genre or theme.</p> <p>Use technology: Use simple software to experiment with editing sounds (eg automated software).</p> <p>Critique: Politely discuss the effect of their peers' compositions.</p>
Perform	<p>Sing: Sing as a solo or in a group, in tune where possible*</p> <p>Aural memory: Reproduce simple motifs on tuned instruments, and longer phrases in singing.</p> <p>Play – untuned: Play with increasing control in an ensemble, eg in time and with some dynamic range.</p> <p>Play – tuned: Perform solo and in an ensemble, perhaps with some errors of time or pitch.</p>

Year 4	
Listen and appraise	<p>Listen & describe: Listen for and describe instrumentation with an understanding of effect.</p> <p>Identify themes: Identify themes within and between pieces of music; start to describe musical structure.</p> <p>Appreciation: Describe what it is that they (dis)like, and verbalise the opinions of others.</p> <p>Compare: Link musical themes and conventions to their historical and geographical context, and also its cultural source, and suggest reasons for that.</p> <p>Ask questions: Ask and answer musically valid questions.</p>
Compose	<p>Create: Improvise music around a chosen genre or theme, and for an audience.</p> <p>Use technology: With help, use audio editing software to mix tracks and create a composition.</p> <p>Critique: Start to suggest changes and improvements to their peers' compositions.</p>
Perform	<p>Sing: Sing with increasingly accurate tuning where possible*</p> <p>Aural memory: Start to reproduce phrases and melodies by ear (on tuned instruments).</p> <p>Play – untuned: Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play – tuned: Perform solo</p>

Year 5	
Listen and appraise	<p>Listen & describe: Recall the use of sounds from a range of pieces and compare their effect in those pieces.</p> <p>Identify themes: Make inferences from pieces of music.</p> <p>Appreciation: Start to respond sensitively to other people's musical tastes.</p> <p>Compare: Start to suggest reasons for different musical styles in different times, places and cultures.</p> <p>Ask questions: Ask and answer musically valid questions.</p>
Compose	<p>Create: Compose and prepare a group to perform to a given audience.</p> <p>Use technology: Start using audio editing software independently, perhaps to complement video.</p> <p>Critique: Make suggestions for improvements to their peers' compositions.</p>
Perform	<p>Sing: Sing with increasingly accurate tuning where possible*</p> <p>Aural memory: Reproduce phrases and melodies by ear, with increasing accuracy and confidence.</p> <p>Play – untuned: Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play – tuned: Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the 'feel' of the music.</p>

Year 6	
Listen and appraise	<p>Listen & describe: Accurately describe timbre, pitch, melody, major and minor key, instrumentation and tempo, and the effect of each of these.</p> <p>Identify themes: Make inferences from pieces of music and justify their views.</p> <p>Appreciation: Explain how their own behaviour might affect the enjoyment of others.</p> <p>Compare: Analyse their and others' responses to music, extrapolating from them and justifying their ideas with evidence.</p> <p>Ask questions: Regularly ask and answer perceptive questions in musically valid ways.</p>
Compose	<p>Create: Compose, using standard music notation, to prepare a solo or ensemble performance.</p> <p>Use technology: Using software to edit music and other audio with increasing sophistication.</p> <p>Critique: Constructively critique their peers' compositions, and help bring about the improvements.</p>
Perform	<p>Sing: Sing with increasingly accurate tuning where possible*</p> <p>Aural memory: Reproduce phrases and melodies by ear, with increasing accuracy and confidence.</p> <p>Play – untuned: Play with dynamic control and show some musical sensitivity, both solo and in an ensemble.</p> <p>Play – tuned: Perform solo and in an ensemble, demonstrating better grasp of dynamics and some sensitivity to bandmates and to the 'feel' of the music.</p>

[Composing and performing a Leaver](#)

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

EYFS	Set up continuous provision in your classroom See our Teacher guidance	Celebration music	Exploring sound	Musical stories	Musical stories	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
Year 2	African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance Hanami	Samba and carnival transposing sounds and instruments (Theme: Romans)	Adapting and motifs
Years 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Advanced rhythm and harmony	Dynamics, pitch and timbre (Theme: Fingal's Cave)	Son of WW2	Film music	Theme and variations (Theme: Pop Art)	Sonata (6 lessons)