

**Barrow CEVC
Primary School**

Inspire, Create, Discover, Together

MUSIC IMPLEMENTATION



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Music - Implementation

At Barrow Primary School, Music is taught across each year group in units using Kapow, that enable pupils to study in depth the key skills, understanding and vocabulary. Each unit aims to activate and build on prior learning, to ensure better cognition and retention. Each unit is carefully sequenced to allow for prior learning to be built upon and skills to be practiced and advanced.

The Kapow Music Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

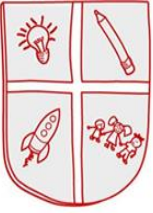
In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music combining a range of musical activities and games.

- Listening and Appraising
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing
- Inter-related dimensions of music

All lessons enable pupils to explore their own response to music. Pupils are encouraged to discuss and share their ideas using the key music vocabulary, for example e.g. how the composer has used dynamics and tempo to create mood or atmosphere and it's effect on the listener/audience.



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Implementation

The implementation of the curriculum relates to how the learning is going to be delivered across your school, taking the intent of the learning, and translating it into a progressive and effective curriculum.

When using a scheme, such as Kapow Primary, the majority of this aspect is taken care of.

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:

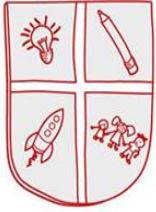
- [Performing](#)
- [Listening](#)
- [Composing](#)
- [The history of music](#)
- [The inter-related dimensions of music](#)

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, 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 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 [Curriculum overview](#) shows which of our units cover each of the National curriculum attainment targets as well as each of these strands within it.

Our [Progression of skills](#) 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. 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.



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Music - Implementation

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. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.



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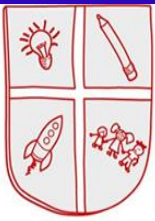
Music - Implementation

 Suggested long-term plan: Music (Condensed)				
NB. All units have 5 lessons unless otherwise stated.				
	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	Exploring sound	Music and movement	Musical stories	Big band
Year 1	Pulse and rhythm (theme all about me)	Musical Vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytale)	Pitch and tempo (Theme: Superheroes)
Year 2	African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Myths and legends
Year 3	Ballads	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)
Year 6	Advanced rhythms	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Composing and performing a Leavers' Song

Music - Implementation

Timetabling

Music is taught weekly using the Kapow scheme of work.



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3 x 1 hour lessons are taught in this cycle

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

3 x double Art lessons are taught in this cycle

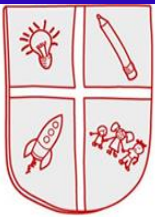
No colour means weekly teaching

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

3 x double DT lessons are taught in this cycle



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Music - Implementation

Planning

All modules have a sequenced overview outlining each lesson, with the main learning activity and objective to be achieved during that lesson. Kapow provide teacher videos, and detailed lesson plans and resources to support teacher's subject knowledge and confidence when teaching a new art skill. Within lesson plans are key vocabulary and questions, to encourage discussion and use of the correct artistic terminology. These are used for partner and class discussions.

An example of Year 3 Autumn 1 Medium Term Foundation Subject Planning, including Music

Medium Term Foundation Subject Planning – Year 3 Autumn 1

Modular subject	Special Events	Week	CLUSP link	Subject Content	Lesson Outcome	Key vocabulary
Geography		1	Poetry on a theme – Emotions (E-safety)	What are the 8 points on the compass?	Children to explore 8 points of a compass, looking at the cardinal and <u>intercardinal</u> points. Children continue to explore using 8 points of a compass. Working with a partner to move around and identifying objects within the environment. Begin to write sentences to explain locality using cardinal and <u>intercardinal</u> points.	Cardinal, <u>intercardinal</u> , precise, align
		Science		To know how rocks are formed	Children look at how rocks are formed from heated and cooled molten lava – they understand that rocks are natural and not man-made. They explore several types of elements that are true rocks and look at their properties. They define what a rock is and test rock hardness.	Igneous, molten rock, lava, magma, natural
		Art		Use graphic marks to depict the line and contour of a shape. Use white to change the tint of a colour.	Look at examples of the earliest drawings that man created (cave art). Study lines in cross-sections of rocks and look at the shapes and patterns in fossils. Create a swirl and use it to frame and group different marks that are the same. Add varying amounts of white to a base colour to create tints.	hue
		Music		What is a ballad? To sing a ballad and explain what it is.	Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through a song.	Ballad Ensemble
		PE		Gymnastics – Static Shapes. To develop flexibility, strength, technique, control and balance.	Children to learn and perform a straddle, tuck and pike position with stillness and control.	Control, balance
				Dance – Volcanic eruption! To improvise and create movements with a partner.	Children to link movements with a partner to create a dance phrase.	Improvisation phrase

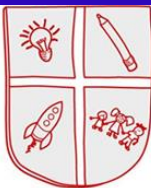
Music - Implementation

Assessment

Teacher and self-assessment in music is ongoing throughout each unit. Teachers use this ongoing assessment to develop sessions to enable pupils to deepen their musical knowledge and proficiency. Units are planned to ensure all areas of the musical curriculum are covered enabling pupils to listen to and appraise contrasting or complimentary musical pieces understanding the interrelated elements of music, play and sing to reinforce key techniques or styles, improvise using elements of the skills or knowledge taught leading to short compositions and group or individual performance.

Example Assessment for Year 1

Kapow Primary		Music assessment Year 1		Homepage	Assessing Pupils' Understanding and Progress	
Topic	Lesson Name	Lesson No.	Learning objective	Secure understanding	Greater depth	
Pulse and Rhythm (Theme: All about me)	My favourite things	1	Using voice and hands to	Clapping the rhythm of their	Clapping the rhythm of their	
	You've got a friend	2	Clapping and playing in time	Clapping the rhythm of their	Clapping the rhythm of their	
	Dance, dance, dance	3	Playing simple rhythms on an	Playing the rhythm of their	Holding the pulse or rhythm	
	Happy	4	Listening to and repeating	Copying rhythms; the ability	Making up rhythms without a	
	Pulse and rhythm	5	Understanding the difference	Copying rhythms and play on	Making up rhythms without a	
Classical music, dynamics and tempo (Theme:Animals)	Percussive animals	1	Using percussion and my	Playing with given direction.	Being able to give a reason	
	Singing animals	2	Singing a song back in	Singing in time from memory,	Accurately singing the song	
	Performing animals	3	Performing a song from	Singing in time from memory	Independently including	
	Composing animals	4	Using instruments to create	Keeping a steady pulse.	Quickly able to play their	
	The story of the lion	5	Creating and choosing	Taking part in a group	Offering suggestions and	
Musical vocabulary (Theme: Under the Sea)	Pulse and tempo: Dive into	1	Understand the musical	Able to move and create	Able to explain how we used	
	Dynamics and timbre:	2	Understanding and	instruments with appropriate	timbre and dynamics in the	
	Pitch and rhythm: Underwater	3	explaining what pitch and	rhythms without prompting.	pitch and rhythm in the piece.	
	Texture and structure: Coral	4	Understanding and	Able to perform a layer of the	Being able to explain how we	
	Musical vocabulary	5	Understanding key musical	Able to define all the musical	Ability to independently	
Timbre and rhythmic patterns (Theme: Fairy Tales)	Character voices	1	Using voices expressively to	Chanting "I'll huff ..." and by	Confidently demonstrating	
	Starting with instruments	2	Selecting suitable	Using one instrument to	Explaining why they chose a	
	Rhythms	3	Composing and playing a	Playing their rhythmic pattern	Playing more complex	
	Responding to music	4	Recognising how timbre is	Identifying and holding up	Recalling the instruments	
	Keeping the pulse	5	Keeping the pulse using	Playing/chanting along with	Taking part with greater	
Pitch and tempo (Theme: Superheroes)	High fliers	1	Understanding and	Explaining what pitch means,	Identifying subtle pitch	
	Pitch patterns	2	Creating a pattern using two	Creating a pattern using two	Creating a pattern using more	
	Faster than a speeding bullet	3	Understanding and	Explaining what tempo	Slowing down (rallentando)	
	Superhero theme tune	4	Creating a superhero theme	Contributing to a group	Taking a leadership role	
	Final performance	5	Performing confidently as	Contributing to a group	Taking a leadership role	
Vocal and body sounds (Theme: By the sea)	Vocal and body sounds	1	Understanding that music can	Appropriate use of	Ability to identify musical	
	Embodying the sea	2	Understanding how music	Appropriate use of	Identifying musical	
	Musical treasure hunt	3	Selecting instruments to	Appropriate instrument	Ability to suggest two or more	
	Seaside story	4	Recognising and using	Creating appropriate sounds	Fully controlling volume and	
	Seaside soundscape	5	Writing music down and	Creating and playing their	Creating and playing fluently	



Music - Implementation

Resources

Where appropriate, music modules will include high quality texts for pupils to engage with. Kapow includes a 16 page document on their website that lists all the resources needed to successfully teach and deliver the music curriculum for the year.

Kapow Primary

Music Resource list

A list of resources required to teach Kapow Primary EYFS-Year 6 Music lessons

Contents

EYSF.....	Pages 3-4
Year 1.....	Pages 5-6
Year 2.....	Pages 7-8
Year 3.....	Pages 9-10
Year 4.....	Pages 11-12
Year 5.....	Pages 13-14
Year 6.....	Pages 15-16

Curriculum Visions – online books and interactive resources.





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Music - Implementation

Cross Curricular Links

Music features across the curriculum in a variety of ways, from number songs in maths, grammar songs in English to the process of digestion in Science which are fun and powerful tools in supporting cognition to PSHE songs and music which build upon key values and promote, reflection, discussion and collective identity through group singing and performance.

Within units of work, as appropriate, music is used to support and deepening knowledge and understanding e.g. listening to French musical artists in MFL to listening to and creating dances to traditional Kenya Music (Geography Year 2).

We also have a weekly music assembly led by our music subject leader, Julia Rance. These are an extension of music lessons in class, as well as learning new songs, focus is given to instrument playing across the school, learning about composers and genres of music as well as a key focus on vocabulary to embed the learning from lessons. In these assemblies the interrelated elements of music are reinforced encouraging students to use their voices and physicality to explore tone, dynamics, harmony, tempo etc. to produce vocal performances. Also included in weekly music assemblies is the chance for classes and children to showcase their learning of music from lessons during the week. This is a perfect opportunity to perform in front of the school.

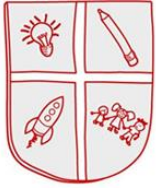
Additionally, music is used in and alongside lessons, transition times and during creative subjects in particular. This helps inspire and uplift the children, as well as complementing the Zones of Regulation that the children use. Examples of this are that children may arrive on site to uplifting and inspiring music ready to set the tone for the day ahead, transition to classical music reinforcing calm and focused transitions and end the day with reflective music or 'wake and shake' to songs and music.

Extra-Curricular Music

Students across the school can participate in a range of peripatetic lessons to learn a variety of instruments, such as drums, keyboard, guitar or voice etc. These are led by a music specialist and through monitoring by the subject leader, we have seen the incredible impact these lessons are having on our pupils.

We have a variety of after school clubs, led by our teaching staff. These vary per term but have included many music specialisms such as recorder, ocarina, Boomwhackers and handbells, to name a few.

We have a yearly Barrow's Got Talent which also allows children to showcase their musical expertise to the school.



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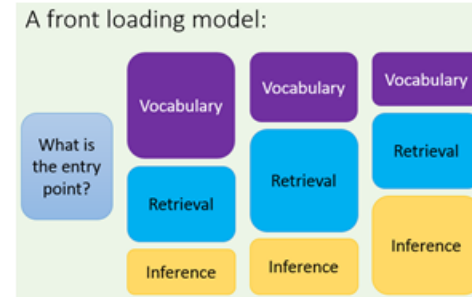
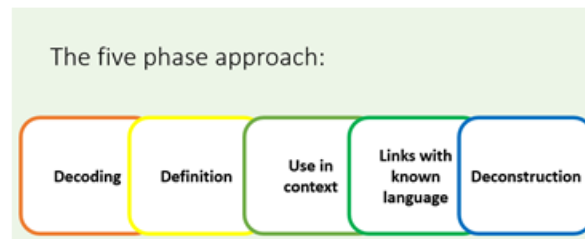
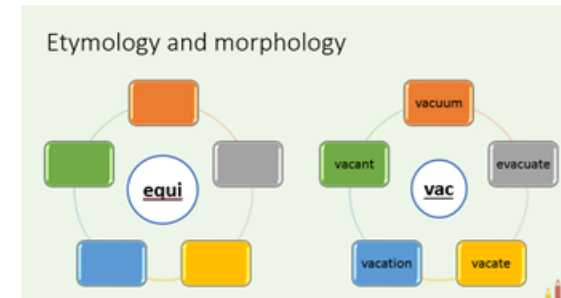
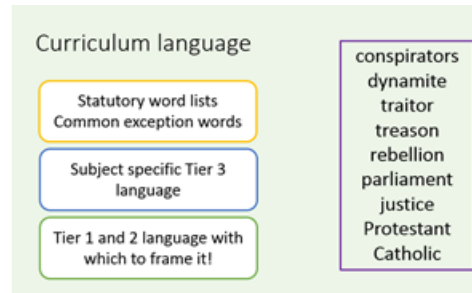
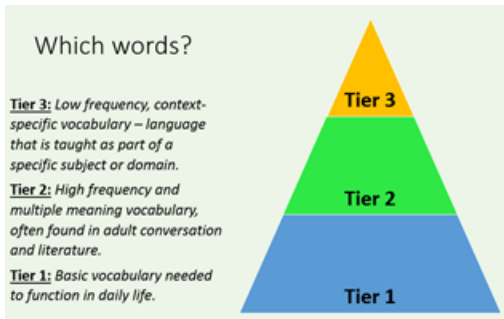
Music - Implementation

Continuous Professional Development

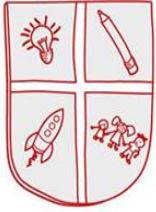
All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

In addition, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology and morphology.

More recently, staff are undergoing training on Meta-cognition.



Trust wide music leader's meetings allow art subject leaders to share good practise with other leaders and feedback on ideas and possible improvements to their own school leadership of music.



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Music - Implementation

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?

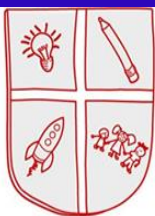
Our Music scheme of work is organised into units.

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

Across a single year group, units themselves do not need to be taught in the suggested order.

This flexibility in order allows schools to adapt the planning to suit their school and to make use of cross-curricular links available.

Musical Progression – Listening, Appraising and Responding



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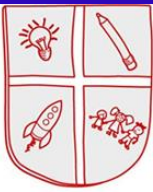
Kapow
Primary™

	Key stage 1			Key stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Listening to a range of high-quality live and recorded music

Listening, appraising and responding	<ul style="list-style-type: none"> Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music 	<ul style="list-style-type: none"> Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. 	<ul style="list-style-type: none"> Recognising timbre changes in music they listen to Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Identifying melodies that move in steps. 	<ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Recognising and beginning to discuss changes within a piece of music. 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decelendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. 	<ul style="list-style-type: none"> Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.
Composing	<ul style="list-style-type: none"> Expressing their response to different music and lyrics 	<ul style="list-style-type: none"> Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). 					
Performing	<ul style="list-style-type: none"> Exploring lyrics by suggesting appropriate actions Exploring the story behind the lyrics or music Listening to and following a beat using body percussion and instruments Considering whether a piece of music has a fast, moderate or slow tempo 	<ul style="list-style-type: none"> Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) 					

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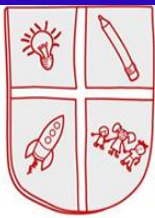


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Musical Progression – Listening, Appraising and Responding

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Kapow Primary™	Key stage 1			Key stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening to a range of high-quality live and recorded music <i>continued</i> .							
Listening, appraising and responding							<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
Composing							<ul style="list-style-type: none"> Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
Performing							
Listening with attention to detail and recall sounds with increasing aural memory							
	<ul style="list-style-type: none"> Listening to sounds and matching to the object or instrument Listening to sounds and identifying high and low pitch Listening to and repeating a simple rhythm Listening to and repeating simple lyrics Understanding that different instruments make different sounds and grouping them accordingly 	<ul style="list-style-type: none"> Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. 	<ul style="list-style-type: none"> Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. 	<ul style="list-style-type: none"> Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<ul style="list-style-type: none"> Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.



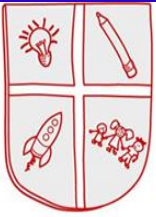
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Musical Progression – Composing

IMPLEMENTATION

Kapow Primary™	Key stage 1			Key stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create sounds and music using the interrelated dimensions of music							
Listening, appraising and responding	<ul style="list-style-type: none"> Playing untuned percussion 'in time' with a piece of music 	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p>	<ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. 	<ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). 	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). 	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features.
Composing	<ul style="list-style-type: none"> Selecting classroom objects to use as instruments 	<p>Combining instrumental and vocal sounds within a given structure.</p>	<ul style="list-style-type: none"> Successfully combining and layering several instrumental and vocal patterns within a given structure. 	<ul style="list-style-type: none"> Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<ul style="list-style-type: none"> Beginning to improvise musically within a given style (Blues). 	<ul style="list-style-type: none"> Improvising coherently within a given style. 	<ul style="list-style-type: none"> Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
Performing	<ul style="list-style-type: none"> Experimenting with body percussion and vocal sounds to respond to music 	<p>Creating simple melodies using a few notes.</p>	<ul style="list-style-type: none"> Creating simple melodies from 5 or more notes. 	<ul style="list-style-type: none"> Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> Developing melodies using rhythmic variation, transposition, inversion, and looping. 	<ul style="list-style-type: none"> Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. 	<ul style="list-style-type: none"> Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
	<ul style="list-style-type: none"> Selecting appropriate instruments to represent action and mood 	<p>Choosing dynamics, tempo and timbre for a piece of music.</p>	<ul style="list-style-type: none"> Choosing appropriate dynamics, tempo and timbre for a piece of music. 	<ul style="list-style-type: none"> Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> Creating a piece of music with at least four different layers and a clear structure. 	<ul style="list-style-type: none"> Using staff notation to record rhythms and melodies. 	<ul style="list-style-type: none"> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
	<ul style="list-style-type: none"> Experimenting with playing instruments in different ways 	<p>Creating a simple graphic score to represent a composition.</p>	<ul style="list-style-type: none"> Using letter name and graphic notation to represent the details of their composition. 	<ul style="list-style-type: none"> Suggesting improvements to others work, using musical vocabulary. 	<ul style="list-style-type: none"> Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and/or technology and incorporating.
		<p>Beginning to make improvements to their work as suggested by the teacher.</p>	<ul style="list-style-type: none"> Beginning to suggest improvements to their own work. 	<ul style="list-style-type: none"> Suggesting improvements to others work, using musical vocabulary. 	<ul style="list-style-type: none"> Suggesting and demonstrating improvements to own and others' work. 		

Musical Progression – Composing



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	Key stage 1			Key stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Create sounds and music using the interrelated dimensions of music <i>continued</i> .						
Listening, appraising and responding							<ul style="list-style-type: none"> Constructively critique their own and others' work, using musical vocabulary.
Composing							
Performing							

IMPLEMENTATION

Musical Progression – Performing



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Key stage 1

Key stage 2

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Listening, appraising
and responding

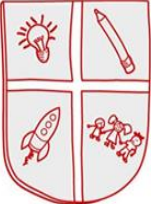
Composing

Performing

<ul style="list-style-type: none"> Using their voices to join in with well-known songs from memory 	<ul style="list-style-type: none"> Using their voices expressively to speak and chant. 	<ul style="list-style-type: none"> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). 	<ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
<ul style="list-style-type: none"> Remembering and maintaining their role within a group performance 	<ul style="list-style-type: none"> Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. 	<ul style="list-style-type: none"> Singing short songs from memory, with melodic and rhythmic accuracy. 	<ul style="list-style-type: none"> Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> Singing and playing in time with peers, with accuracy and awareness of their part in the group performance. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Moving to music with instruction to perform actions Participating in performances to a small audience Stopping and starting playing at the right time 	<ul style="list-style-type: none"> Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. 	<ul style="list-style-type: none"> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Playing simple chord sequences (12 bar blues). 	<ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.

IMPLEMENTATION

Musical Progression – Performing



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Kapow Primary™	Key stage 1			Key stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, appraising and responding					<ul style="list-style-type: none"> Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. 		
Composing							
Performing							

Greater Depth in Music - EYFS



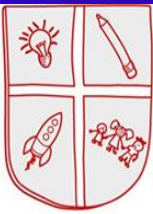
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Skills Map – Music		
Early Years – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments? 	<ul style="list-style-type: none"> • Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they represent sounds pictorially? 	<ul style="list-style-type: none"> • Can they say if they like or dislike a piece of music? • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow) • Can they begin to express how music makes them feel?
Early Years - Greater Depth		
<ul style="list-style-type: none"> • Can they perform a rhythm? 	<ul style="list-style-type: none"> • Can they begin to sequence sounds to create a rhythm or beat? • Can they repeat (short rhythmic and melodic) patterns? • Can they begin to read pictorial representations of music? (e.g. colour-coded bells, music story maps) 	<ul style="list-style-type: none"> • Can they identify reasons why they like some music more than others?

Greater Depth in Music – Year 1



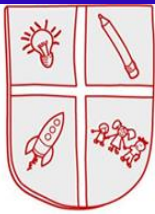
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Skills Map – Music		
Year 1 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they use instruments to perform a simple piece? Can they respond to musical indications about when to play or sing? Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> Respond to different moods of music, in different ways 	<ul style="list-style-type: none"> Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they identify changes in sounds? Can they tell the difference between long and short sounds? Can they represent sounds pictorially? Can they make a sequence of sounds for a purpose? 	<ul style="list-style-type: none"> Can they form an opinion to express how they feel about a piece of music? Can they recognise repeated patterns? Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? Can they hear the pulse in a piece music? Can they tell the difference between loud and quiet sounds? Can they describe how sounds are made and changed? Can they respond to different moods in music and say how a piece of music makes them feel?
Year 1 - Greater Depth		
<ul style="list-style-type: none"> Can they perform a rhythm to a steady pulse? 	<ul style="list-style-type: none"> Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?

Greater Depth in Music – Year 2



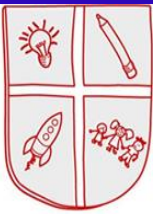
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Skills Map – Music		
Year 2 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> Can they follow the melody using their voice or an instrument? Can they sing songs as an ensemble following the tune (melody) well? Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? Do they have control when playing instruments? Can they perform musical patterns keeping a steady pulse? 	<ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they represent sounds pictorially with increasing relevance? Can they choose sounds to achieve an effect (including use of technology)? Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? Can they create short, rhythmic patterns – sequences of long and short sounds? Are they selective in the control used on an instrument in order to create an intended effect? Can they create their own symbols to represent sounds? Can they choose sounds to create an effect on the listener? 	<ul style="list-style-type: none"> Can they identify particular features when listening to music? Can they begin to associate sounds they hear with instruments? Can they independently identify the pulse in a piece of music and tap along? Can they listen carefully to recall short rhythmic patterns? Can they begin to recognise changes in timbre, dynamics and pitch? Are they able to recognise and name different instruments by sight? Can they evaluate and improve their own work and give reasons? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> Listen to simple inter-related dimensions of music Verbally recall what they have heard with simple vocabulary – loud, soft, high, low Begin to say what they like and dislike
Year 2 - Greater Depth		
<ul style="list-style-type: none"> Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? 	<ul style="list-style-type: none"> Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?

Greater Depth in Music – Year 3



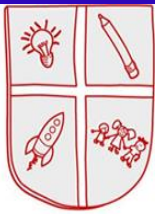
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Skills Map – Music		
Year 3 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> Do they sing songs from memory with increasing expression, accuracy and fluency? Do they maintain a simple part within an ensemble? Do they modulate and control their voice when singing and pronounce the words clearly? Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? Can they improvise (including call and response) within a group using the voice? Can they collaborate to create a piece of music? <p>Listening</p> <ul style="list-style-type: none"> Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures 	<ul style="list-style-type: none"> Can they create repeated patterns using a range of instruments? Can they combine different sounds to create a specific mood or feeling? Do they understand how the use of tempo can provide contrast within a piece of music? Can they begin to read and write musical notation? Can they effectively choose, order, combine and control sounds to create different textures? Can they use silent beats for effect (rests)? Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition? 	<ul style="list-style-type: none"> Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? Can they evaluate and improve their work, explaining how it has improved using a success criterion? Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? Are they able to recognise a range of instruments by ear? Can they <u>internalise</u> the pulse in a piece of music? Can they identify the features within a piece of music?
Year 3 - Greater Depth		
<ul style="list-style-type: none"> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> Can they create accompaniments for melodies? Can they compose a simple piece of music that they can recall to use again? Do they understand <u>metre</u> in 4 beats; then 3 beats? 	<ul style="list-style-type: none"> Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?

Greater Depth in Music – Year 4



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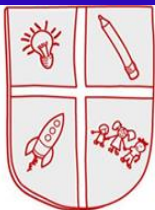
IMPLEMENTATION

Skills Map – Music

Year 4 – Music

Performing	Composing	Appraising
<ul style="list-style-type: none"> Can they perform a simple part of an ensemble rhythmically? Can they sing songs from memory with increasing expression, accuracy and fluency? Can they improvise using repeated patterns with increasing accuracy and fluency? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> Describe what they hear using a wider range of musical vocabulary Recognise how the inter-related dimensions of music are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody 	<ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use notations to record compositions in a small group or on their own? Can they use notation in a performance? 	<ul style="list-style-type: none"> Can they explain why silence is used in a piece of music and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?
Year 4 - Greater Depth		
<ul style="list-style-type: none"> Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> Can they explore and use sets of <u>pitches</u>, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> Can they identify how a change in timbre can change the effect of a piece of music?

Greater Depth in Music – Year 5



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Skills Map – Music

Year 5 – Music

Performing	Composing	Appraising
<ul style="list-style-type: none"> Can they sing and use their understanding of meaning to add expression? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they maintain their part whilst others are performing their part? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect 	<ul style="list-style-type: none"> Can they begin to use standard notation? Can they use their notations to record groups of pitches (chords)? Can they choose the most appropriate tempo for a piece of music? Can they use technology to compose music which meets a specific criterion? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> Identify cyclic patterns – verse and chorus, coda Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music 	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they identify and begin to evaluate the features within different pieces of music? Can they contrast the work of established composers and show preferences?
Year 5 - Greater Depth		
<ul style="list-style-type: none"> Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Greater Depth in Music – Year 6

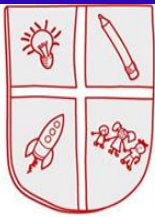


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Skills Map – Music		
Year 6 – Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Can they begin to sing a harmony part? • Can they begin to perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? • Can they perform parts from memory? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion 	<ul style="list-style-type: none"> • Do they recognise that different forms of notation serve different purposes? • Can they combine groups of beats? • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time? • Can they <u>analyse</u> features within different pieces of music?
Year 6 - Greater Depth		
<ul style="list-style-type: none"> • Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> • Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> • Can they appraise the introductions, interludes and endings for songs and compositions they have created?



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Assessment

Computing is assessed at the end of each unit (half termly). Each class has a whole-class evidence book which gives a selection of examples of pupils work. Pupils work is also saved on a shared drive for individual classes (work-in-progress).

Teachers will assess each child against our assessment criteria (below) using our whole-school assessment system 'Insight'.

The children are scored on a scale from 0-3

0- Taught but not understood

1- Some evidence but not yet secure

2- Objective secure

3- Working at Greater Depth

Y1 Objectives

Pulse & Rhythm: All About Me

Classical Music: Dynamics & Tempo (Animals)

Musical Vocabulary: Under the Sea

Timbre & Rhythmic Patterns: Fairytales

Pitch & Tempo: Superheroes

Vocal & Body Sounds: By the Sea

Y2 Objectives

African Call & Response Song: Animals

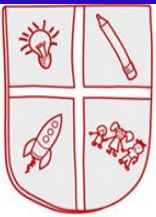
Orchestral Instruments: Traditional Western Stories

Musical Me

Dynamics, Timbre, Tempo & Motifs: Space

On this Islands: British Songs & Sounds

Myths & Legends



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Assessment continued...

^ Y3 Objectives

- Balance
- Creating Compositions in Response to Animation: Mountains
- Developing Singing Technique: The Vikings
- Pentatonic Melodies & Composition: Chinese New Year
- Jazz
- Traditional Instruments & Improvisation: India

^ Y5 Objectives

- Composition Notation: Ancient Egypt
- Blues
- South & West Africa
- Composition to Represent the Festival of Colour: Holi Festival
- Looping & Remixing
- Musical Theatre

^ Y4 Objectives

- Body & Tuned Percussion: the Rainforest
- Rock & Roll
- Changes in Pitch, Tempo & Dynamics: Rivers
- Haiku Music & Performance: Hanami Festival
- Samba & Carinval Sounds & Instruments: South America
- Adapting & Transposing Motifs: the Romans

^ Y6 Objectives

- Advanced Rhythms
- Dynamics, Pitch & Texture: the Coast, Fingals Cave by Mendeleesson
- Songs of World War II
- Film Music
- Theme & Variations: Pop Art
- Composing & Performing a Leavers Song