

## Singleton Church of England Primary School

### Music Overview

#### **"Passion for Learning .....Passion for life"**

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



**Please note this should be read in conjunction with the Musical Theatre Fantastic Friday Overview**



Fantastic Friday  
Overview.docx

## **INTENT**

### **NATIONAL CURRICULUM**

#### **Purpose of Study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

#### **Aims**

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 (*DFE 2013*)

#### **The aim of our curriculum is linked to our vision...**

##### **School Vision**

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

There is music in  
every *child*.  
.....  
The teacher's job  
is to *find* it  
and **NURTURE** it.  
.....  
~Frances Clark

At Singleton CE Primary School, we are committed to providing the highest standard of education for every pupil. We share, with parents, the responsibility for teaching our children and preparing them for the future. Singleton CE Primary School is a place where child really matters and every individual's ability is recognised, developed and rewarded. We embrace every child's learning journey and encourage them to be the best they can be.

***"Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music."***

***Gerald Ford***

***"Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education."***

***Yo-Yo Ma***

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has a clearly defined personal creative curriculum where they understand their educational journey – where it is beginning, where it will take them and how they will get there! Our mission statement is at the very heart of this.

***'Passion for learning, Passion for life'***

At Singleton CE Primary School, it is our intent to provide a music curriculum which is ambitious and provides **all** pupils "the knowledge and cultural capital they need to succeed in life". We aim to inspire creativity, self-expression and encourage our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing our children to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

All our children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments, such as recorders, to individual instrumental lessons with our visiting peripatetic staff.

### **EYFS**

Our children will leave the Foundation Stage at Singleton CE Primary School having had a wide variety of experiences within the Arts, where all their senses have been engaged and stimulated, and many other skills (such as language and team work) developed. At Singleton CE Expressive Arts allows the children to revisit interested areas through many different media to gain multiple perspectives and a higher level of understanding. Due to our curriculum promoting and valuing creativity, originality, expressiveness and individuality, pupils are confident in sharing their own preferences and making choices about different ways they can express themselves.

The EYFS Statutory Framework 2021

### **Three and Four-Year-Olds**

## **Communication and Language**

- Sing a large repertoire of songs. Physical Development
- Use large-muscle movements to wave flags and streamers, paint and make marks.

## **Expressive Arts and Design**

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

## **Reception**

### **Communication and Language**

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

### **Physical Development**

- Combine different movements with ease and fluency.

### **Expressive Arts and Design**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- 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.

## **Early Learning Goals**

### **Expressive Arts and Design**

#### **Being Imaginative and Expressive**

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

## **Y1 – 6**

Through the Kapow Music Scheme programme and our Musical Theatre curriculum offer our children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

## Singleton C of E Primary School - Music Overview

The intention of both the Musical Theatre offer and the Kapow Primary Music Scheme is first and foremost to help children to feel that they are musical, and to develop a lifelong love of music. We focus on developing the skills, knowledge and understanding that the children need in order to be confident performers, composers and listeners. Our curriculum introduces children to music from 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 culture 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 work, 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.

Kapow scheme of work enables pupils to meet the end of Key stage attainment targets outlined in the national curriculum and the aims of the scheme align with those in the NC.

### **IMPLEMENTATION**

Our implementation of music ensures our children sing, listen, play, compose, perform and evaluate. This is embedded within timetabled music lessons (see Long term planner) classroom activities as well as assemblies, Fantastic Friday Musical Theatre sessions, Music, Art and Drama Week (MAD Week), various concerts, extra-curricular activities and performances and the learning of instruments.

Classroom lessons follow the Kapow Music Scheme programme, which takes a holistic approach to music in which individual strands are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The History of Music
- The inter related dimensions of music

Each 5-lesson unit combines these strands within a across curricular theme – designed to capture the pupil's imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise the name the interrelated dimensions of music – pitch, duration, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The scheme has produced a National curriculum mapping document – which shows how each unit covers each of the National Curriculum attainment targets. There is also a progression of skills and knowledge document showing the skills that are taught within each year group and how these skills develop year on year to ensure that attainment targets are met by the end of each Key stage.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their



## Singleton C of E Primary School - Music Overview

development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new. The Kapow scheme follows a spiral approach where by previous skills and knowledge are revisited and built upon. Children progress in terms of tackling 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 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.

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.

During music lessons, children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

Differentiated guidance is available for every lesson – ensuring accessibility for all and stretch and challenge where appropriate. Knowledge organisers for each unit support learning – factual knowledge/ key facts / Key Vocabulary.

The scheme supports the development of strong subject knowledge amongst the staff – through teacher videos to support CDP. Further CPD is also available via webinars.

As music is a practical subject, assessment may be done by focusing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self, group, teacher evaluation against criteria from the national curriculum programmes of study and end of year expectations. The progression grid provided by the subject leader ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This information is recorded and monitored by the coordinator.

## Cultural Capital

***... cultural capital isn't a separate 'thing' that inspectors will look at during inspection. It's more a golden thread, woven through everything you do to teach children well. Will we be judging you on it separately? No. Will you need to do a cultural capital course? Of course not.***

***Spielman***

In order to develop a broad, rich and deep science education we believe children learn through experience. It is therefore considered essential to provide the children with hands on experiences, through educational visits. We aim to address this with suggestions on the two-year cycle with Educational visits, trips and real experience.

### **IMPACT**

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer.

Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse.

At Singleton CE Primary School children are provided with opportunities beyond the National Curriculum to further, support and enrich their understanding. These include having visitors with a musical talent and performing in concerts and school productions.

Children understand how to further develop skills less known to them, should they ever develop an interest in their lives.

## How does KAPOW Primary meet statutory guidance for Music?

### *How does Kapow Primary help our school to meet statutory guidance for Music?*

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.

★ 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.

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From these aims, we have identified 5 strands which run throughout our scheme of work:

Performing

Listening

Composing

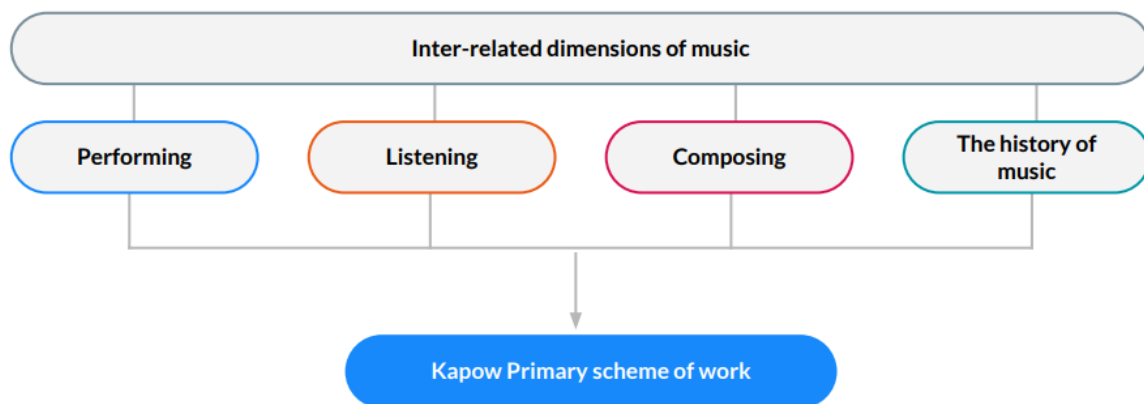
The history of music

Inter-related dimensions of music

The [National curriculum mapping](#) document shows which of KAPOW'S Primary units cover each part of the National Curriculum Attainment Targets as well as each of our five strands. National Curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

## How is KAPOW Music organised?

### How is the Music scheme of work organised?



### Inter-related dimensions of music

The inter-related dimensions of music are:

- Pulse
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand.



## Singleton C of E Primary School - Music Overview

### 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.



### How is Music at Singleton organised?

We have chosen to use the KAPOW Condensed curriculum version. This condensed curriculum long term plan abstracts units which cover key skills and knowledge in only 20 lessons. KAPOW has ensured there is a range of musical styles covered and that the inter-related dimensions of music (pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation) are given similar attention in terms of coverage. KAPOW suggest that this version of their Long term plan could be used if teaching Music in a two-week or half termly cycle or are block teaching foundation subjects. In addition to class music lessons we also teach a condensed block of Musical Theatre in our Fantastic Friday sessions and this ensures children are receiving lots of music tuition.

KAPOW Music lessons run alongside our Fantastic Friday – Musical Theatre sessions (see Musical Theatre Intent, Implementation & Impact booklet).

Briefly:

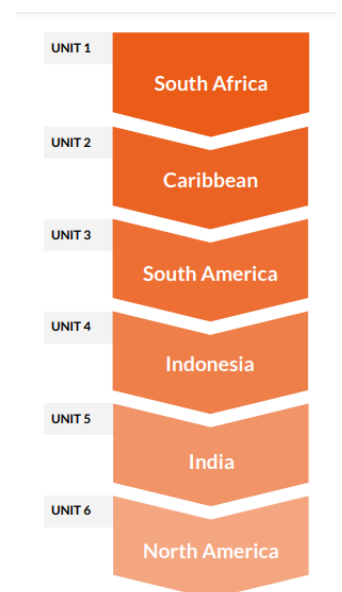
- Classes have 45 minutes music lesson once a week for three half terms.
- Musical Theatre occurs once in the year but each session is 2 hours long so this provides a condensed block of music.

### Model Music Curriculum: Instrumental scheme

The DfE's Model Music Curriculum 2021 states that:

*'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.'*

At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos. Each unit of lessons focuses on music from a different part of the world and features a bespoke piece of music composed specifically for the scheme and includes sheet music, performance and backing tracks. The lessons are written for tuned percussion instruments because: they are accessible for non-specialists to teach and are effective for learning notation because the note names are written on the bars and are already available in many schools.



As a school we have therefore included two units from the KAPOW 'Instrumental Scheme'

Cycle A – South Africa

Cycle B - Caribbean



In addition to music lessons and Musical Theatre sessions in Fantastic Friday, children at Singleton experience the following musical experiences:

- MAD Week (Music, Art & Drama) Ian Hooper The Greatest Showman, Ian Hooper Matilda
- Peripatetic brass tuition
- Junior Carol Concert
- Junior Panto
- Infant/EYFS Nativity

#### In class music lessons



#### Peripatetic brass tuition and follow on performances



#### Junior Carol Concert



#### MAD Week



## Music provision at Singleton

#### Musical Theatre – Fantastic Friday



#### Infant Nativity



#### Junior panto





## **Foundation**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KAPOW stand alone music lessons and experiences as part of Continuous Provision	Exploring Sound	Celebration music	Music and Movement	Musical Stories	Transport	Big Band



### Cycle A – Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KAPOW Music in class lessons (1 hour session)	<b>Pulse and Rhythm – All About Me (Y1)</b> 5 lessons  <b>Orchestral instruments – Traditional stories (Y2)</b> 5 lessons		Continue <b>Orchestral instruments – Traditional stories (Y2)</b> Remainder of 5 lessons  <b>Timbre and rhythmic patterns – Fairy tales (Y1)</b> 5 lessons		Continue <b>Timbre and rhythmic patterns – Fairy tales (Y1)</b> Remainder of 5 lessons  <b>Myths and legends (Y2)</b> 5 lessons	
Fantastic Friday – Musical Theatre (2 hour session)		<b>Shrek the Musical</b> led by Miss Natasha Condensed block				

### Cycle B – Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KAPOW Music in class lessons (1 hour session)	<b>West African call and response song</b> <b>Theme: Animals (Year 2)</b> 5 lessons  <b>Musical Vocabulary</b> <b>Theme: Under the Sea (Year 1)</b> 5 lessons		Continue <b>Musical Vocabulary</b> <b>Theme: Under the Sea (Year 1)</b> Remainder of 5 lessons  <b>Musical Me (Year 2)</b> 5 lessons		Continue <b>Musical Me (Year 2)</b> Remainder of 5 lessons  <b>Pitch and tempo</b> <b>Theme: Superheroes (Year 1)</b> 5 lessons	
Fantastic Friday – Musical Theatre (2 hour session)		<b>Frozen the Musical/Nativity</b> led by Miss Natasha Condensed block				



### Cycle A – Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KAPOW Music in class lessons (1 hour session)	<b>INSTRUMENTAL SCHEME: South Africa (KS2)</b> 5 lessons  <b>Changes in pitch, tempo and dynamics – Rivers (Y4)</b> 5 lessons			<b>Continue Changes in pitch, tempo and dynamics – Rivers (Y4)</b> Remainder of 5 lessons  <b>Pentatonic melodies and composition</b> <b>Theme – Chinese New Year (Year 3)</b> 5 lessons	<b>Continue Pentatonic melodies and composition</b> <b>Theme – Chinese New Year (Y3)</b> Remainder of 5 lessons  <b>Adapting and transporting motifs – Romans (Y4)</b> 5 lessons	
Fantastic Friday – Musical Theatre (2 hour session)			<b>Matilda the Musical</b> led by Miss Natasha Condensed block			

### Cycle B – Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KAPOW Music in class lessons (1 hour session)	<b>INSTRUMENTAL SCHEME: Caribbean (KS2)</b> 5 lessons  <b>Developing singing technique</b> <b>Theme: The Vikings (Year 3)</b> 5 lessons			<b>Continue Developing singing technique</b> <b>Theme: The Vikings (Year 3)</b> Remainder of 5 lessons  <b>Samba and carnival sounds and instruments</b> <b>Theme: South America (Year 4)</b> 5 lessons	<b>Continue Samba and carnival sounds and instruments</b> <b>Theme: South America (Year 4)</b> Remainder of 5 lessons  <b>Traditional instruments and improvisation</b> <b>Theme: India (Year 3)</b> 5 lessons	
Fantastic Friday – Musical Theatre (2 hour session)			<b>Annie the Musical</b> led by Miss Natasha Condensed block			



### Cycle A – Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KAPOW Music in class lessons (1 hour session)		<b>Composition notation – Ancient Egypt (Year 5)</b> 5 lessons  <b>Dynamics, pitch and tempo – Theme: Coast ‘Fingal’s Cave’ (Year 6)</b> 5 lessons		Continue <b>Dynamics, pitch and tempo – Theme: Coast ‘Fingal’s Cave’ (Year 6)</b> Remainder of 5 lessons  <b>South and West Africa (Year 5)</b> 5 lessons		Continue <b>South and West Africa (Year 5)</b> Remainder of 5 lessons  <b>Composing and performing a Leaver’s song (Year 6)</b> 5 lessons
Fantastic Friday – Musical Theatre (2 hour session)					<b>School of Rock the Musical</b> led by Miss Natasha Condensed block	

### Cycle B – Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KAPOW Music in class lessons (1 hour session)		<b>Theme and Variations Theme: Pop art (Year 6)</b> 5 lessons  <b>Blues (Year 5)</b> 5 lessons		Continue <b>Blues (Year 5)</b> Remainder of 5 lessons  <b>Baroque (Year 6)</b> 5 lessons		Continue <b>Baroque (Year 6)</b> Remainder of 5 lessons  <b>Composition to represent the festival of colour Theme: Holi Festival (Year 5)</b> 5 lessons
Fantastic Friday – Musical Theatre (2 hour session)					<b>We Will Rock You</b> set in the future the Musical led by Miss Natasha Condensed block	





## Assessment

Assessment is ongoing within music. Teachers are provided with Key Assessment grids which specify what an emerging, expected and exceeding child may look like. Teachers assess throughout each lesson depending on the knowledge and skills being taught during that session.

Keep Y1 and Y2 separate – record on separate sheets

Year 1/2 Assessment – Cycle A							
KAPOW Pulse and Rhythm – All About Me (Y1)	Children's initials	KAPOW Orchestral instruments – Traditional stories (Y2)	Children's initials	KAPOW Timbre and rhythmic patterns – Fairy Tales (Y1)	Children's initials	KAPOW Myths and legends (Y2)	Children's initials
<b>Emerging:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>To know what a pulse is and to clap the rhythm of their name.</li> <li>To sing the overall shape of the melody.</li> <li>To play in time to music.</li> <li>To copy rhythms.</li> <li>To copy rhythms.</li> </ol>		<b>Emerging:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>Identify a few instruments.</li> <li>Begin to explain what is happening in the music.</li> <li>Begin to create some appropriate music.</li> <li>Suggest some appropriate timbre for some characters.</li> <li>Perform as part of a group.</li> </ol>		<b>Emerging:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>Join in with repeated phrases.</li> <li>Use one instrument to create different sounds.</li> <li>Play rhythmic patterns.</li> <li>Listen with concentration to a piece of music.</li> <li>Use their voice to expressively join in with repeated phrases.</li> </ol>		<b>Emerging:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>Begin to create rhythms.</li> <li>Begin to identify the structure of a piece of music with support.</li> <li>Begin to show an understanding of what texture is.</li> <li>Begin to follow a given structure.</li> <li>Perform their composition.</li> </ol>	
<b>Expected:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>Clapping the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody. Knowing what the pulse is.</li> <li>Clapping the rhythm of their name; the ability to clap in time to the music.</li> </ol>		<b>Expected:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>Knowing that the orchestra is a group of musicians who play instruments together. Making plausible descriptions of the music and identifying a few instruments. Beginning to identify specific musical instruments they can</li> </ol>		<b>Expected:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>Chanting "I'll huff ..." and by making changes to their voice to represent a character. Joining in with repeated phrases and patterns.</li> <li>Using one instrument to create different sounds. Choosing a suitable sound to represent a point in the story. Responding to hand</li> </ol>		<b>Expected:</b> <u>Lessons:</u> <ol style="list-style-type: none"> <li>Creating rhythms and putting them in a particular order or structure.</li> <li>Knowing what a graphic score is. Identifying the structure of a piece of music and writing it down.</li> <li>Understanding what texture is. Identifying whether a texture is thick or thin and suggesting ways of writing down different</li> </ol>	

