



Kapow Primary music scheme is used throughout The Stoke Poges School to support children to feel that they are musical and 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. Our curriculum introduces our children to music from all around the world and across generations, developing respect and appreciation for 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 our 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.





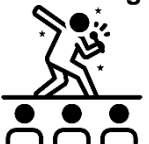


Music Overview						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	Exploring sound	Celebrating music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse Theme: My favourite things	Tempo Theme: Snail and mouse	Dynamics Theme: Seaside	Sound patterns Theme: Fairy tales	Pitch Theme: Superheroes	Musical symbols Theme: Under the sea
Year 2	Call and response Theme: Animals	Instruments Theme: Musical storytelling	Singing Theme: On this island	Contrasting dynamics Theme: Space	Structure Theme: Myths and legends	Pitch Theme: Musical me
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	Whole Class Instrumental lessons throughout the Year - Ukulele					
	Adapting and transposing motifs Theme: Romans		Body and tuned percussion Rainforests		Changes in pitch, tempo and dynamics Theme: Rivers	
Year 5	Whole Class Instrumental lessons throughout the Year - PBone					
	Composition notation Theme: Ancient Egypt		Blues		Composition to represent the festival of colour Theme: Holi festival	
Year 6	Songs of World War 2	Dynamics, pitch and texture Theme: Coast – Fingal's Cave by Mendelssohn	Film music	Theme and variations Theme: Pop Art	Baroque	Composing and performing a Leavers' song



Progression of Knowledge: Substantive concepts

Concept	Summary
Listening and Evaluating 	<p>Students develop the ability to listen actively to music and talk about what is heard using musical language.</p> <p>Studied within this concept: Listening to a range of musical styles, genres, and traditions; identifying instruments, tempo, dynamics, pitch, and mood in music; responding through discussion, drawing, or movement; expressing preferences and giving simple evaluations</p>
Creating Sound 	<p>Students explore how sounds are made and how they can be used to express ideas.</p> <p>Studied within this concept: Experimenting with vocal sounds, body percussion, and classroom instruments; exploring contrasts (e.g. loud/soft, high/low, long/short sounds); creating sound effects or soundscapes to match stories or images; using found objects and everyday materials to explore timbre and texture</p>
Notation 	<p>Students learn how music can be written down and read.</p> <p>Studied within this concept: Using graphic notation (e.g. shapes, lines, symbols) to represent sounds, Learning simple rhythmic symbols (e.g. ta, ti-ti, rest); exploring basic pitch notation (e.g. using sol-fa – do, re, mi – or letter names); reading and following simple scores or visual maps of music.</p>
Improvising and Composing 	<p>Students create music independently or with others, either freely (improvising) or by planning and organising sounds (composing).</p> <p>Studied within this concept: Improvising rhythms and melodies using voice or instruments; composing short pieces with a structure (e.g. ABA, call-and-response); choosing sounds and instruments for specific effects or moods; recording compositions using pictures, symbols, or basic notation.</p>
Performing 	<p>Students sing and play music for an audience with control, expression, and confidence.</p> <p>Studied within this concept: Singing songs clearly and tunefully, both solo and in groups; playing classroom instruments with accuracy and keeping in time; rehearsing and performing as part of a class, choir, or ensemble; learning basic performance skills: starting and ending together, listening to others, and following a conductor or teacher.</p>



Progression of Skills: Listening and evaluating

	EYFS	EYFS – Development matters	Year 1	Year 2	National Curriculum end of Key Stage 1
Listening and responding to music	<ul style="list-style-type: none"> Listening appropriately to someone leading a short musical phrase, song or rhyme Exploring spontaneous movement with different parts of their body in response to music Expressing different spontaneous emotional reactions to music (smiling, movement, body language) Using artwork or creative play as a way of expressing feelings and responses to music 	Children in Reception will be learning to: <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music Engaging with and responding to longer pieces of music 	<ul style="list-style-type: none"> Confidently moving in time with the beat of the music when modelled Beginning to keep movements to the beat of different speeds of music Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience 	Pupils should be taught to: <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music
			<ul style="list-style-type: none"> Coordinating the speed of their movements to match the speed of the music (not the beat) Beginning to move in time with the beat of the music Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy) 		
			<ul style="list-style-type: none"> Identifying some common instruments when listening to music Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud) Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated) Recognising simple patterns and repetition in pitch (e.g. do re mi) Talking about the tempo of music using the vocabulary of fast and slow Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent Talking about the pitch of music, using the vocabulary of high and low 		
			<ul style="list-style-type: none"> Showing preferences for certain music or sounds 		
Analysing	<ul style="list-style-type: none"> Identifying and imitating sounds from a variety of music Considering whether background music and sound effects can enhance storytelling 		<ul style="list-style-type: none"> Identifying some common instruments when listening to music Relating sounds in music to real-world experiences (e.g. it sounds like squelching mud) Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated) Recognising simple patterns and repetition in pitch (e.g. do re mi) Talking about the tempo of music using the vocabulary of fast and slow Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent Talking about the pitch of music, using the vocabulary of high and low 		
Evaluating	<ul style="list-style-type: none"> Showing preferences for certain music or sounds 		<ul style="list-style-type: none"> Stating what they enjoyed about their peers' performances Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow Giving positive feedback to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent 		
Cultural and historical awareness of music	<ul style="list-style-type: none"> Listening to music from a wide variety of cultures and historical periods 		<ul style="list-style-type: none"> Appreciating music from a wide variety of cultures and historical periods 		

	To recognise and name at least two instruments		<ul style="list-style-type: none"> To recognise and name a number of instruments To know that sections of music can be described as fast or slow and the meaning of these terms To know that sections of music can be described as loud, quiet or silent and the meaning of these terms To know that sounds within music can be described as high or low sounds and the meaning of these terms 	
--	--	--	--	--

	Year 3	Year 4	Year 5	Year 6	National Curriculum end of Key Stage 2
Listening and responding to music	<ul style="list-style-type: none"> Explaining their preferences for a piece of music using musical vocabulary 		<ul style="list-style-type: none"> Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary 		Pupils should be taught to: <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Analysing	<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 has 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 	<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 Identifying common features between different genres, styles and traditions of music Recognising, naming and explaining the effect of the interrelating dimensions of music Identifying scaled dynamics (crescendo/decrescendo) 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 (South African, West African, Musical Theatre, Blues, Dance Remix) Representing the feature of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary 	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles 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 	
Evaluating	<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 inter-related dimensions of music) when discussing improvements to their own and others' work 	<ul style="list-style-type: none"> Comparing, discussing and evaluating music using detailed musical vocabulary Developing confidence in using detailed musical vocabulary (related to the 	<ul style="list-style-type: none"> Use musical vocabulary correctly when describing and evaluating the features of a piece of music Evaluating how the venue, occasion and purpose 	

			inter-related dimensions of music) to discuss and evaluate their own and others' work	affects the way a piece of music sounds <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 	
Cultural and historical awareness of music	<ul style="list-style-type: none"> Understanding that music from different times has different features 	<ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary 	<ul style="list-style-type: none"> Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time 	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles 	



Progression of Skills: Creating sound

	EYFS	EYFS – Development matters	Year 1	Year 2	National Curriculum end of Key Stage 1
Singing repertoire	<ul style="list-style-type: none"> Singing short, rhythmic rhymes and songs 	Children in Reception will be learning to: <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> Singing simple songs, chants and rhymes from memory Practising singing songs with a wider pitch range (e.g. pentatonic, melodies) which is gradually getting higher or lower 	<ul style="list-style-type: none"> Competently singing songs or short phrases with a small pitch range (up to 5 notes that are different but close together) 	Pupils should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Singing technique	<ul style="list-style-type: none"> Using both speaking and singing voices Unconsciously beginning to sing to the pulse of a song Exploring vowel sounds through call and response activities 		<ul style="list-style-type: none"> Competently singing songs with a very small pitch range (two notes that are different but close together) 		
Instruments	<ul style="list-style-type: none"> Exploring different ways of making sound with everyday objects and instruments Exploring different ways of holding a range of instruments Starting to show a preference for a dominant hand when playing instruments Using instruments to begin to follow a beat, with guidance 		<ul style="list-style-type: none"> Breathing at appropriate times when singing 	<ul style="list-style-type: none"> Adapting their singing voice to be loud or soft at the direction of a leader Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy Singing part of a given song in their head (using their 'thinking voice') 	
			<ul style="list-style-type: none"> Exploring changing their singing voice in different ways Singing a range of call and response chants, attempting to match the pitch and tempo they hear 		
Posture	<ul style="list-style-type: none"> Finding a comfortable static position when playing instruments or singing 	<ul style="list-style-type: none"> Developing an awareness of how sound is affected by the way an instrument is held Developing an awareness of how dynamics are affected by the force with which an instrument is played Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling Using bilateral and hand-eye co-ordination to play/hold instruments using both hands Starting to understand how to produce different sounds on pitched instruments 	<ul style="list-style-type: none"> Maintaining a comfortable position when sitting or standing to sing and play instruments 		



Progression of Skills: Notation

	EYFS	EYFS – Development matters	Year 1	Year 2	National Curriculum end of Key Stage 1
Understanding notation	N/a	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music	<ul style="list-style-type: none"> Reading different types of notation by moving eyes from left to right as sound occurs Know that notation is read from left to right 	<ul style="list-style-type: none"> Using a simplified version of a staff (only 3 lines) to notate known musical phrases (of 2 pitches) 	The National Curriculum attainment targets for KS1 do not refer to music notation
Representing pitch	<ul style="list-style-type: none"> Developing an awareness of high and low through pictorial representations of sound 		<ul style="list-style-type: none"> Know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds 		
Representing rhythm	<ul style="list-style-type: none"> Developing an awareness of how simple marks or objects can show single beats and single beat rests 		<ul style="list-style-type: none"> Recognising pitch patterns using dots Using pictorial representations to stay in time with the pulse when singing or playing Confidently reading simple rhythmic patterns comprising of 1 beat sounds (crotchets) and 1 beat rests (crochet rests) Beginning to read simple rhythmic patterns which include 2 half beats (quavers) Know that pictorial representations of rhythm show sounds and rests 		

	Year 3	Year 4	Year 5	Year 6	National Curriculum end of Key Stage 2
Understand notation	<ul style="list-style-type: none"> Understand that 'reading' music means using how the written note symbols look and their position to know what notes to play 	<ul style="list-style-type: none"> Know that 'performance directions' are words added to music notation to tell the performers how to play 	<ul style="list-style-type: none"> Know that simple pictures can be used to represent the structure (organisation) of music Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note 	<ul style="list-style-type: none"> Know that 'graphic notation' means writing music down using your choice of pictures, or symbols but 'staff notation' means music written more formally on the special lines called 'staves' Know that chord progressions are represented in music by Roman numerals 	Pupils should be taught to: <ul style="list-style-type: none"> Use and understand staff and other musical notations

<p>Representing pitch and rhythm</p>	<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 Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology 	<ul style="list-style-type: none"> Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions 	<ul style="list-style-type: none"> Using staff notation to record rhythms and melodies 	<ul style="list-style-type: none"> Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music Performing with accuracy and fluency from graphic and staff notation and from their own notation 	
---	---	--	---	---	--



Progression of Skills: Improvising and composing

	EYFS	EYFS – Development matters	Year 1	Year 2	National Curriculum end of Key Stage 1
Stimulus and purpose	<ul style="list-style-type: none"> Exploring and imitating sounds from their environment and in response to events in stories 	Children in Reception will be learning to: <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> Creating sound responses to a variety of physical stimuli such as nature, artwork and stories 	<ul style="list-style-type: none"> Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character 	Pupils should be taught to: <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music
Improvising	<ul style="list-style-type: none"> Exploring and imitating sounds 		<ul style="list-style-type: none"> Improvising simple questions and answer phrases, using untuned percussion or voices 		
Creating and selecting sounds	<ul style="list-style-type: none"> Experimenting with creating sound in different ways using instruments, body percussion and voices Selecting classroom objects to use as instruments Selecting sounds that make them feel a certain way or remind them of something 		<ul style="list-style-type: none"> Experimenting with creating different sounds using a single instrument Experimenting with creating loud, soft, high and low sounds Selecting objects and/or instruments to create sounds to represent a given idea of character 		
Sequencing	<ul style="list-style-type: none"> Playing sounds at the relevant point in a storytelling 		<ul style="list-style-type: none"> Playing and combining sounds under the direction of a leader (the teacher) 		

	Year 3	Year 4	Year 5	Year 6	National Curriculum end of Key Stage 2
Stimulus and purpose	<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"> Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments 	Pupils will be taught to: <ul style="list-style-type: none"> Develop an understanding of musical composition, organising and manipulating ideas within musical
Improvising	<ul style="list-style-type: none"> Beginning to improvise musically within a given style using their voice 	<ul style="list-style-type: none"> Beginning to improvise musically within a style using an instrument 	<ul style="list-style-type: none"> Improvising coherently within a given style 	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features 	

Creating and selecting sounds	<ul style="list-style-type: none"> Suggesting and implementing improvements to their own work, using musical vocabulary 	<ul style="list-style-type: none"> Developing melodies using rhythmic variation, transposition, inversion, and looping 	<ul style="list-style-type: none"> Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence Suggesting and demonstrating improvements to own and others' work 	<ul style="list-style-type: none"> Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture Constructively critique their own and others' work, using musical vocabulary 	<ul style="list-style-type: none"> structures and reproducing sounds from aural memory Improvise and compose music for a range of purposes using the interrelated dimensions of music
Sequencing	<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"> Creating a piece of music with at least 4 different layers and a clear structure 	<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 	



Progression of Skills: Performing

	EYFS	EYFS – Development matters	Year 1	Year 2	National Curriculum end of Key Stage 1
Understanding and evaluating performance	<ul style="list-style-type: none"> Beginning to say what they liked about others' performances 	Children in Reception will be learning to: <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> Offering positive feedback on others' performances 		Pupils should be taught to: <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically
Awareness of music	N/a		<ul style="list-style-type: none"> Starting to maintain a steady beat throughout short singing performances 		
Awareness of self	<ul style="list-style-type: none"> Facing the audience when performing Spontaneously expressing feelings around performing 		<ul style="list-style-type: none"> Keeping head raised when singing Keeping instruments still until their part in the performance 	<ul style="list-style-type: none"> Standing or sitting appropriately when performing or waiting to perform Beginning to acknowledge their own feelings around performance 	
Awareness of others	<ul style="list-style-type: none"> Performing actively as part of a group Demonstrating how to be a good audience member, by looking, listening and maintaining attention 		<ul style="list-style-type: none"> Performing actively as part of a group, keeping in time with the beat Showing awareness of leader particularly when starting or ending a piece 	<ul style="list-style-type: none"> Performing actively as a group, clearly keeping in time with the beat Following a leader to start and end a piece appropriately 	

	Year 3	Year 4	Year 5	Year 6	National Curriculum end of Key Stage 2
Understanding and evaluating performance	<ul style="list-style-type: none"> Offering constructive feedback on others' performances 		<ul style="list-style-type: none"> Using musical vocabulary to offer constructive and precise feedback on others' performances 		Pupils should be taught to: <ul style="list-style-type: none"> Sing and play musically with increasing confidence and control Play and perform in solo and ensemble contexts, using their voices and
Awareness of music	<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 Playing melody parts on tuned instruments with accuracy and 	<ul style="list-style-type: none"> Singing songs in 2 or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression Playing a simple chord progression with accuracy and fluency 	<ul style="list-style-type: none"> Singing songs in 2 or more secure parts from memory, with accuracy, fluency, control and expression Performing by following a conductor's cues and directions 	

		control and developing instrumental technique <ul style="list-style-type: none"> • Playing syncopated rhythms with accuracy, control and fluency 			playing musical instruments with increasing accuracy, fluency, control and expression
Awareness of self and others	<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 • Performing a solo or taking a leadership role within a performance 	