



Music at Hopton CEVC Primary School

Developing a life-long love of Music

IMPLEMENTATION

‘With God all things are possible’ – Matthew 19v26

We raise aspirations and encourage perseverance to reach goal in life and learning.



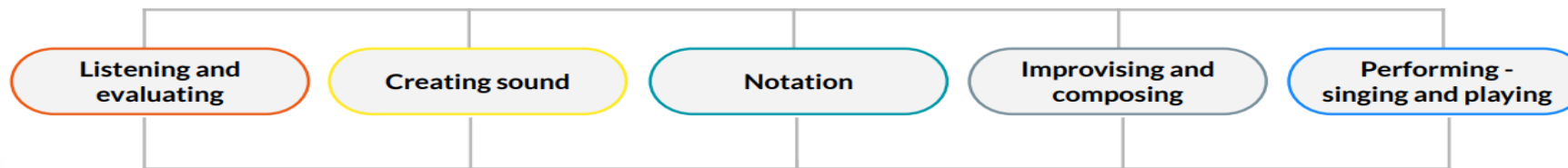
HEAD ♥ HEART ♥ HANDS

Music Implementation

Kapow's music programme takes an holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences which compliment Hopton Primary School's Curriculum Drivers.

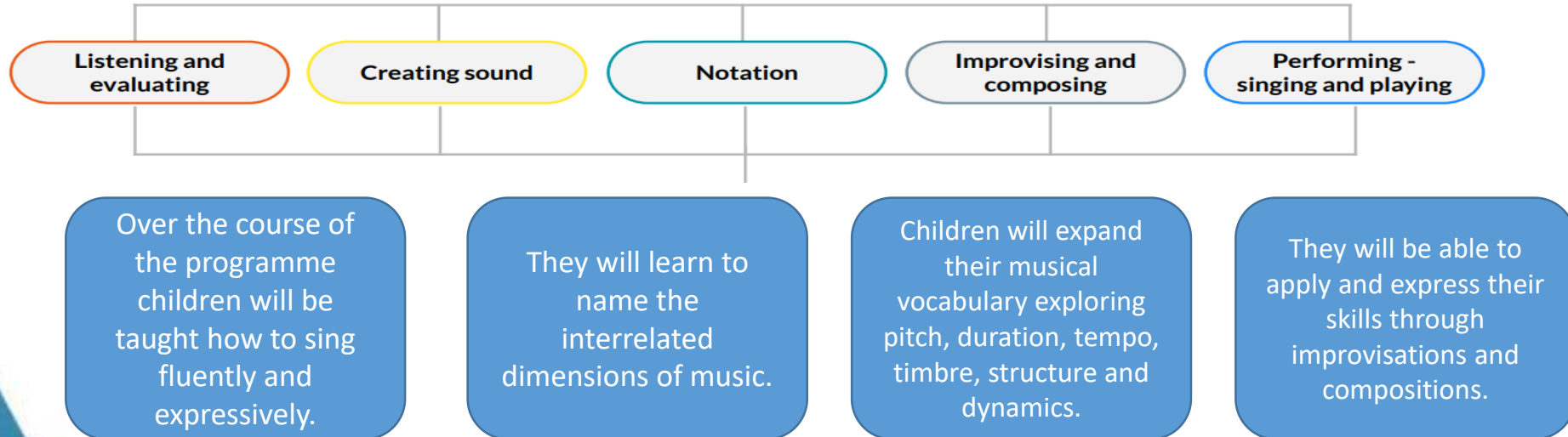


Inter-related dimensions of music



Each five- lesson unit within Kapow combines the five strands below with cross curricular topic design to capture the children's imagination and interest.

Inter-related dimensions of music



The programme follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex task and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, drawing from a range of styles and traditions. All lessons have a hands on approach, making cross curricular links continuously.

Mixed Cohort Programme of Study

Early Years Foundation Stage Kapow Primary's units	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals
<p>* <u>Exploring sound</u></p>	<p>Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Understanding the World -Explore the natural world around them</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p>
<p><u>Celebration music</u></p>	<p>Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>Understanding the World -Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -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. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>
<p>* <u>Music and movement</u></p>	<p>Personal, Social and Emotional Development -Think about the perspectives of others.</p>	<p>Expressive Arts and Design -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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>

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Mixed Cohort Programme of Study

<p><u>Musical stories</u></p>	<p>Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>
<p>*<u>Transport</u></p>	<p>Communication and Language -Understand how to listen carefully and why listening is important. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>Expressive Arts and Design -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. -Create collaboratively, sharing ideas, resources and skills. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>
<p>*<u>Big band</u></p>	<p>Communication and Language -Learn rhymes, poems and songs.</p>	<p>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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>

Mixed Cohort Programme of Study

	Cycle A	Cycle B
Autumn 1	Year 1: Keeping the Pulse (Theme: My Favourite Things)	Year 1: Sound Patterns (Theme: Fairytales)
Autumn 2	Year 2: Contrasting Dynamics (Theme: Space)	Year 2: Instruments- Musical Story Telling
Spring 1	Year 2: On This Island- Singing	Year 2: Structure- (Myths and Legends)
Spring 2	Year 1: Tempo- Snail and Mouse	Year 2: Call and Response (Theme: Animals)
Summer 1	Year 2: Pitch- Musical Me	Year 1: Pitch (Theme: Superheros)
Summer 2	Year 1: Musical Symbols (Theme: Under the Sea)	Year 1: Dynamics (Theme: Seaside)

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Mixed Cohort Programme of Study



	Cycle A	Cycle B
Autumn 1	Instrumental Unit- South Africa	Year 4: Samba and Carnival Sounds and instruments. (Theme: South America)
Autumn 2	Year 4: Rock and Roll	Year 3: Developing Singing Technique (Theme: Vikings) / Instrumental Unit- South America
Spring 1	Year 4: Adapting and Transposing (Theme: Romans)	Year 3: Pentatonic Melodies and composition (Theme: Chinese New Year) / Instrumental Unit- Indonesia
Spring 2	Year 3: Creating a Composition in response to an animation (Theme: Mountains)	Year 4: Haiku, Music and Performance (Theme: Hanami Festival)
Summer 1	Year 4: Body and Tuned Percussion (Theme: Rainforests)	Year 3: Jazz/ Instrumental Unit- India
Summer 2	Year 3: Ballads/ Instrumental Unit- Caribbean	Year 4: Changes in Pitch, tempo, and dynamics (Theme: Rivers)

**Lower Key Stage
Two:
Years 3 & 4**

Mixed Cohort Programme of Study

	Cycle A	Cycle B
Autumn 1	Year 5: Composition Notation (Theme: Ancient Egypt)	Year 6: Songs of World War 2
Autumn 2	Year 6: Film Music	Year 5: Blues
Spring 1	Year 5: Musical Theatre	Year 6: Dynamics, Pitch and Texture (Theme: Coast- Fingal's cave by Mendelssohn)
Spring 2	Year 6: Theme and Variations (Theme: Pop Art)	Year 5: Composition to represent the festival of colour (Theme: Holi Festival)
Summer 1	Year 5: Looping and Remixing	Year 5: South and West Africa
Summer 2	Year 6: Composing and Performing a Leavers Song	Year 6: Composing and Performing a Leavers Song

Upper Key
Stage Two:
Years 5 & 6

Opportunities for Music

- ♪Choir
- ♪Performances to the community
- ♪Collective worship
- ♪KS2 Leavers Performance
- ♪Music lessons – piano, flute & violin
- ♪Live performances



Our Choir 2024

Implementation: The basics

♪ Timetable

Music is taught on a Thursday across the whole school by an experienced and enthusiastic practitioner.



♪ Rationale

The children enjoy moving through their music journey with one teacher, it aids fluency across the subject. Music is also taught in all topics where appropriate.



♪ Instruments

Children at Hopton school have access to a wide breath of musical instruments to aid their experiences and learning. Having recently secured a grant for more instruments the children are well equipped to meet their learning needs.

