



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.

PLAY

INSIGHT
UNDERSTANDING
VISION CONCEPT
INTELLIGENCE
PERCEPTION
KNOWLEDGE
JUDGMENT
CONSCIOUSNESS
COMPLEXION
ACUMEN
CONCEPTUAL
PENETRATION
VISIONARY INFORMATION
CLEAR COMPREHENSION
VISIBILITY
APPEAL
INTUITION



Performing

Listening

Composing

The history of music

Inter-related dimensions of music

★ **WONDER** ★

experience



voice

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



Over the course of the programme children will be taught how to sing fluently and expressively.


They will learn to name the interrelated dimensions of music.

Children will expand their musical vocabulary exploring pitch, duration, tempo, timbre, structure and dynamics.

They will be able to apply and express their skills through improvisations and compositions.

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

 <i>National Curriculum by Kapow Primary's themes and units</i>		
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
Celebration music	Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	Understanding the World -Recognise that people have different beliefs and celebrate special times in different way. 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.
Exploring sound	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.	Understanding the World -Explore the natural world around them 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.
Music and movement	Personal, Social and Emotional Development -Think about the perspectives of others.	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.
Musical stories	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.	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.

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Mixed Cohort Programme of Study

National Curriculum by Kapow Primary's themes and units		
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
Big band	Communication and Language -Learn rhymes, poems and songs.	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.

Please refer to our other guidance for Music provision in EYFS:

[Music and continuous provision](#)

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Mixed Cohort Programme of Study

Year 1/2

NB. All units have five lessons unless otherwise stated.

	Cycle A	Cycle B
Autumn 1	Year 1: <u>Pulse and rhythm</u> (Theme: All about me)	Year 1: <u>Musical vocabulary</u> (Theme: Under the sea)
Autumn 2	Year 1: <u>Classical music, dynamics and tempo</u> (Theme: Animals)	Year 1: <u>Timbre and rhythmic patterns</u> (Theme: Fairytales)
Spring 1	Year 1: <u>Pitch and tempo</u> (Theme: Superheroes)	Year 2: <u>African call and response song</u> (Theme: Animals)
Spring 2	Year 2: <u>Musical me</u>	Year 1: <u>Vocal and body sounds</u> (Theme: By the sea)
Summer 1	Year 2: <u>On this island: British songs and sounds</u>	Year 2: <u>Dynamics, timbre, tempo and motifs</u> (Theme: Space)
Summer 2	Year 2: <u>Orchestral instruments</u> (Theme: Traditional western stories)	Year 2: <u>Myths and legends</u>

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Mixed Cohort Programme of Study

Year 3/4

Cycle A	Cycle B	
Instrumental lessons unit: <u>South Africa*</u>	Year 3: <u>Creating a composition in response to an animation</u> (Theme: Mountains)	Autumn 1
Year 3: <u>Developing singing technique</u> (Theme: Vikings)	Year 4: <u>Rock and Roll</u>	Autumn 2
Instrumental lessons unit: <u>Caribbean*</u>	Year 3: <u>Ballads</u>	Spring 1
Year 4: <u>Body and turned percussion</u> (Theme: Rainforests)	Year 4: <u>Haiku, music and performance</u> (Theme: Hanami festival)	Spring 2
Year 3: <u>Jazz</u>	Year 4: <u>Changes in pitch, tempo and dynamics</u> (Theme: Rivers)	Summer 1
Year 4: <u>Adapting and transposing motifs</u> (Theme: Romans)	Year 4: <u>Samba and carnival sounds and instruments</u> (Theme: South America)	Summer 2

Lower Key Stage Two:
Years 3 & 4

Mixed Cohort Programme of Study

Year 5/6

	Cycle A	Cycle B
Autumn 1	Year 6: <u>Film music</u>	Year 5: <u>Looping and remixing</u>
Autumn 2	Year 5: <u>Composition notation</u> (Theme: Ancient Egypt)	Year 5: <u>Blues</u>
Spring 1	Year 5: <u>Musical theatre</u>	Year 6: <u>Dynamics, pitch and texture</u> (Theme: Coast - Fingal's Cave by Mendelssohn)
Spring 2	Year 6: <u>Theme and variations</u> (Theme: Pop Art)	Year 5: <u>Composition to represent the festival of colour</u> (Theme: Holi festival)
Summer 1	Year 6: <u>Songs of World War 2</u>	Year 5: <u>South and West Africa</u>
Summer 2	Year 6: <u>Composing and performing a Leavers' song**</u> (6 lessons)	Year 6: <u>Composing and performing a Leavers' song**</u> (6 lessons)

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



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.

