



Our Music curriculum is implemented using Kapow.

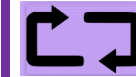
- Authored by primary music specialists
- Music scheme of work Years R-6
- Full National curriculum coverage
- 100+ lesson plans and teacher CPD and demo videos
- Inspiring cross-curricular themes
- KS2 whole-class instrumental lessons



Big Ideas

The big ideas which are developed over time are through the inter-related dimensions of music are:

- pulse
- pitch
- duration
- dynamics
- tempo
- timbre
- texture
- structure
- notation



Content and Sequencing

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.



Disciplinary Knowledge

Our deepening concepts allow our children to think and work like a musician. These concepts are taught and revisited across units and year groups and develop over time.

- To perform
- To listen
- To compose
- The history of music



Links with other subjects




Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.



Lesson Design

Connect – narrative around how this fits with previous lessons and/or units so the children know why this and why now. This also acts as retrieval practice to ensure children are knowing and remembering more.

Explain – children identify what they are learning today and new vocabulary is taught
 Example – children are exposed to a piece of music, image, video or skill which is going to shape or enhance their music lesson

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| | | <p>Attempt – with support of the teacher, children practise what they are learning in that lesson</p> <p>Apply – children work independently to rehearse what they are learning that lesson and make links to previous learning</p> <p>Challenge – children who are ready, are moved onto a task to deepen their skills, knowledge and understanding in relation to the lesson's learning</p> |
|  <p>Vocabulary</p> <p>Each lesson identifies subject/unit specific vocabulary. This is linked to the genre and skills that the children will be practising and applying in each unit and will be consistently referred to throughout the lesson and the unit.</p> <p>The vocabulary is taught in context using explicit vocabulary instruction. The teacher would then use this vocabulary throughout the lesson and expect the children to begin to use it too.</p> |  <p>Making Progress</p> <p>Children make progress when there is a change in long term memory and when content is taught in small, manageable steps. This will reduce cognitive load. Units are sequenced, so prior knowledge, skills and concepts are built upon from previous year groups and units lead to improved skills and increased knowledge.</p> <p>Individual progress is assessed through observations and end of unit performances. Class progress is recorded and monitored through videos and audio recordings on the teacher's iPad.</p> |  <p>Retrieval Practice</p> <p>Retrieval practice is used as a learning tool, not just an assessment tool. It allows children to transfer their ideas from their working memory into the long-term memory. Retrieval encourages children to memorise knowledge and skills. In Music, this is often skills-based and children are then encouraged to implement the skills in a variety of solo and ensemble performances.</p> <p>Each lesson begins with a recap of the last lesson and the skills/knowledge acquired.</p> |