

MUSIC

CURRICULUM OVERVIEW



QUEST
PRIMARY



Music Curriculum Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn 1	Creating a 'musical learning experience' through exploring sound, celebration music, music and movement, musical stories and in continuous provision.	Keeping the pulse <i>(My favourite things)</i>	Call and response <i>(Animals)</i>	Ballads			Dynamics, Pitch and Tempo	
Autumn 2			Instruments <i>(Musical Storytelling)</i>	Developing singing technique <i>(Vikings)</i>	Body and tuned percussion <i>(Rainforest)</i>			
Spring 1		Sound Patterns <i>(Fairytale)</i>			Changes in pitch, tempo and dynamics <i>(Rivers)</i>	Composition notation <i>(Ancient Egypt)</i>		
Spring 2		Pitch <i>(Superheroes)</i>			Samba and carnival sounds and instruments	Blues	Theme and Variations	
Summer 1				Structure <i>(Myths and Legends)</i>	Pentatonic Melodies and Composition	Adapting and transposing motifs <i>(Romans)</i>	South and West Africa	Baroque
Summer 2			Musical Symbols <i>(Under the sea)</i>	Pitch <i>(Musical Me)</i>	Traditional instruments and improvisation		Composition to represent the festival of colour	Composing and performing a leavers song

Music Curriculum Overview

The Kapow Music scheme of work is organised to consist of the following inter-related dimensions of music: listening and evaluating; creating sound; notation; improvising and composing; and performing – singing and playing.

Listening and Evaluating	Creating Sounds	Notation
Listening to music is important to develop an appreciation for music but listening with a critical ear also allows pupils to recognise how music is constructed and how it impacts the listener. Listening and evaluating is therefore the precursor to Improvising and composing and Performing. By exposing pupils to a diverse range of music from various cultures and historical periods, this strand also fosters an understanding of the history of music.	Learning technical proficiency with an instrument takes time, and the ability to create and control sound is fundamental to making music. This proficiency requires knowledge of specific instruments, including how to hold and play them, as well as the development of fine (and sometimes gross) motor skills and postural awareness. When it comes to singing, controlling breathing and voice modulation to create dynamic contrasts is crucial.	In order to compose and perform longer pieces of music, pupils need to understand notation as a means of communicating musical ideas. They will learn that the position of notes on the staff indicates their pitch, and that the symbols used represent the duration of each note or rest. Our aim is for pupils to be able to 'work out' how to read a simple piece of music from a given starting note by applying the principles of staff notation, rather than reading music by sight or simply memorising musical pieces.
Improving and Composing	Performing – Singing and Playing	
Improvisation in music involves creating music spontaneously, without prior planning or written notes. This helps pupils build confidence, express themselves freely, and develop flexibility in their musical thinking. Composition tasks require students to plan and structure their musical ideas. This structured approach strengthens their ability to organise thoughts systematically and often use notation to record their ideas.	Performing provides pupils with a practical reason to hone and apply their musical skills. It promotes group practice and collaboration, as pupils work together to achieve an aim. This experience not only boosts pupils' confidence and self-esteem but also enhances their awareness of themselves and others within the group.	

The Ofsted research review series: music, states that pupils learn in music by acquiring three types of knowledge: tacit, procedural or declarative.

Substantive Knowledge: Declarative knowledge - 'knowing that'	Disciplinary Knowledge: Procedural knowledge - 'knowing how'	Tacit knowledge - 'knowing intuitively'
<p>This is the factual information and concepts pupils learn that can be clearly stated or 'declared.' It includes:</p> <ul style="list-style-type: none"> • Being able to name musical instruments and their characteristics. • Understanding musical terminology, such as pitch, tempo, rhythm etc. • Naming symbols used in musical notation and what they represent. • Knowing about musical styles and genres and their cultural and historical background. • Knowing about significant figures in music. <p>This type of knowledge is most often developed in our 'Listening and evaluating and 'Notation' strands.</p>	<p>Playing music is a skill, but to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge such as:</p> <ul style="list-style-type: none"> • How to hold the instrument correctly. • How to produce different sounds with the instrument. • How to read the notation in front of them. • How to play a melody in time. <p>There is a crossover between tacit and procedural knowledge - to some extent this procedural knowledge may be gained instinctively but it may not, or it may need refining, and our Kapow curriculum details when procedural knowledge will be explicitly taught to pupils. Procedural knowledge is most often developed in our 'Creating sound,' 'Improvising and Composing' and 'Performing' strands.</p>	<p>Much of the knowledge gained in music learning is gained through experience of music and informal listening, not through direct instruction. Tacit knowledge can be both substantive or disciplinary and includes:</p> <ul style="list-style-type: none"> • Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music. • Learning how to hold instruments through hands-on experience. • Understanding pitch and tone in singing through practise and imitation. • Instinctively moving to music, showing an understanding of rhythm and expression through their bodies. • Understanding that music can evoke feelings, by listening and reacting to different types of music. <p>In the curriculum, there are many opportunities for pupils to develop this tacit knowledge. Tacit knowledge is most often developed in our: 'Listening and evaluating, 'Creating sound' and 'Improvising and composing' strands where pupils develop an intuitive understanding of music.</p>