Music

Long-term plan

Standard

Our 30-week EYFS, KS1 and KS2 long-term plan for **Music** is designed for schools that deliver the subject each week, leaving some time for extra-curricular and other opportunities.

N.B. This document is regularly updated to reflect changes to our content. This version was created on 10.07.2024.
Please click here to download the latest version.

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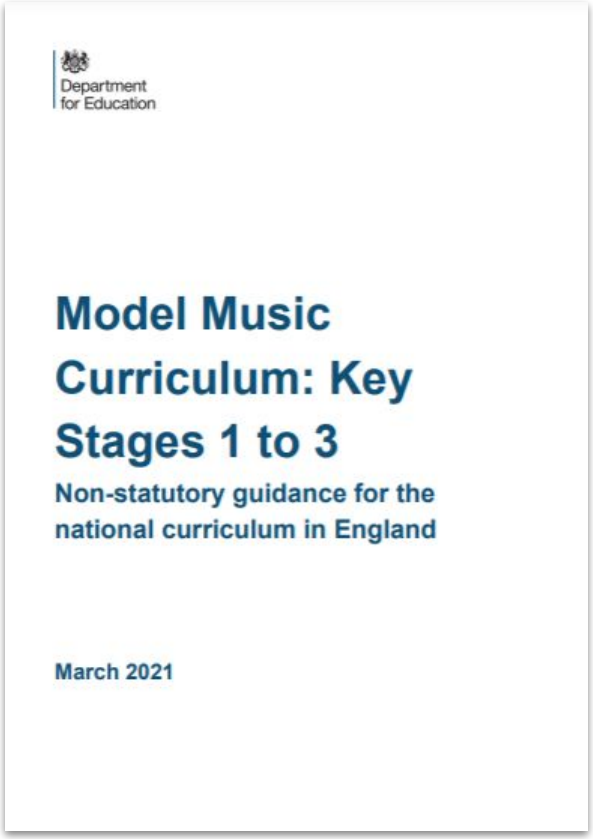
How does Kapow Primary help our school to meet the statutory guidance for Music?

Our scheme of work fulfils the statutory requirements for computing outlined in the **National Curriculum (2014)** and aligns with the Department for Education's **Model Music Curriculum (2021).** For more information please see our [Guide: Model music curriculum alignment](#).



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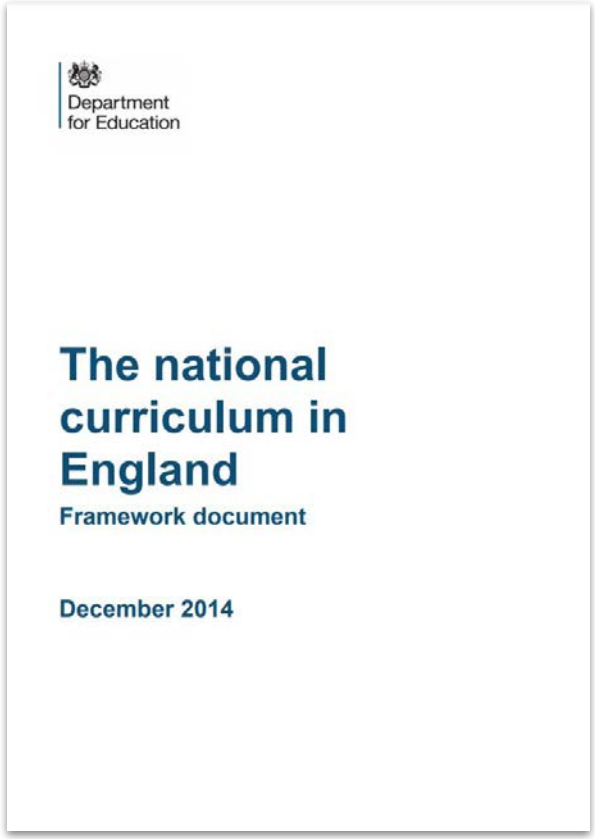

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How does Kapow Primary's scheme for Music align with the National Curriculum?

Our scheme of work fulfils the statutory requirements of the **National Curriculum (2014)**. The National Curriculum for Music aims to ensure that all pupils:

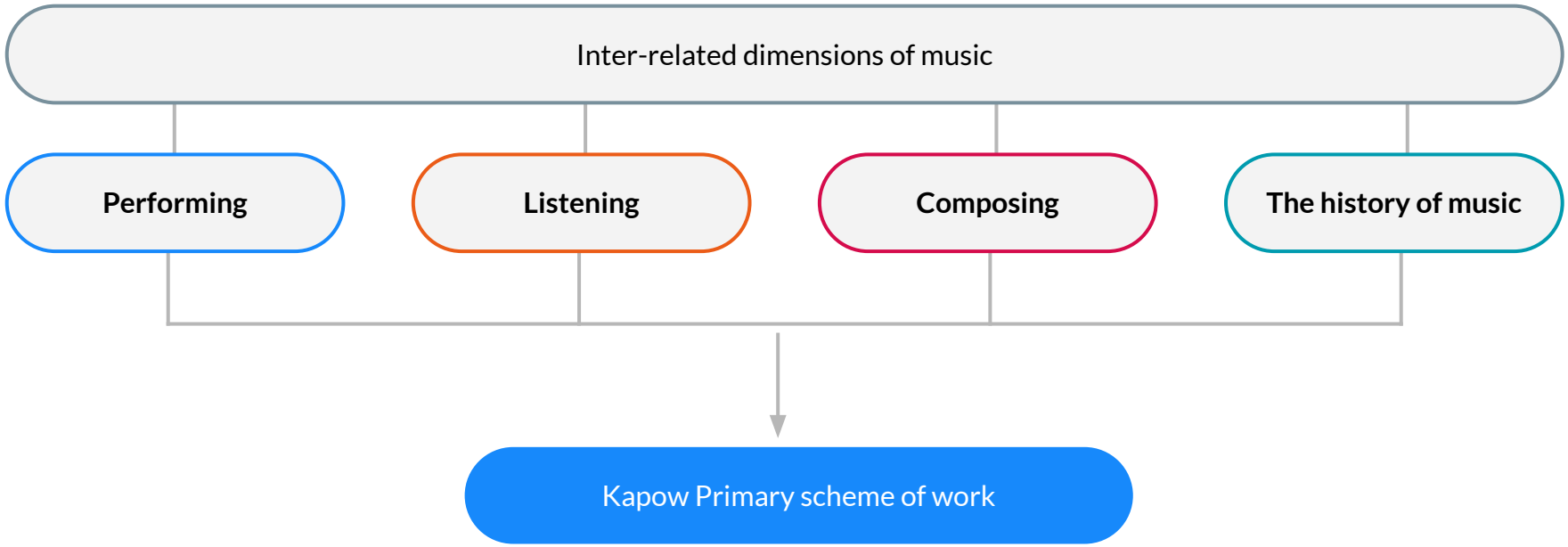
- ★ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ★ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ★ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

From these aims, we have identified five strands which run throughout our scheme of work:

- **Performing**
- **Listening**
- **Composing**
- **The history of music**
- **Inter-related dimensions of music**

Our National curriculum mapping document shows which of Kapow Primary's units cover each of the National Curriculum Attainment targets as well as each of our five strands. National Curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pulse
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation

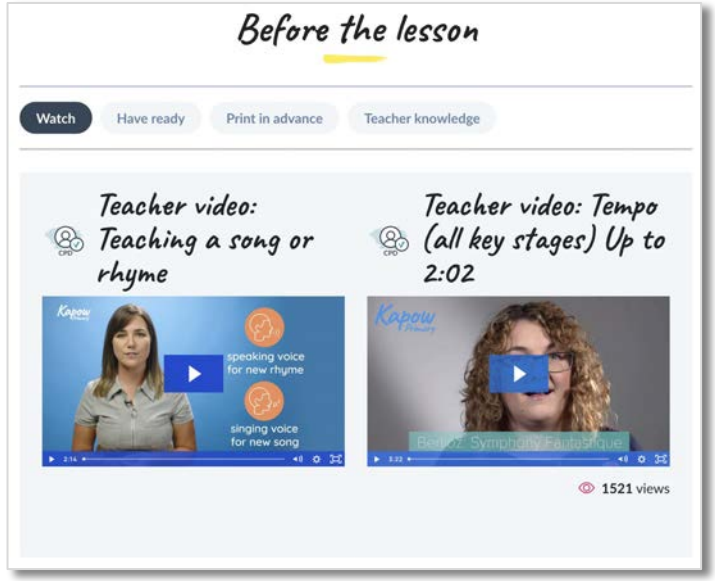
Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand.

How does the Kapow Primary Music scheme of work support non-specialist teachers?

Before the lesson

Kapow Primary lessons give Music CPD at the point of need, with Teacher videos included in the *Before the lesson* section of the lessons. These videos develop teachers' subject knowledge, model certain activities and gives tips about how to manage the upcoming lesson.

Many lessons also include written tips and information that can be easily referred to while teaching.



Teacher skills videos

For more general CPD, there are also a wealth of teacher skills videos, designed to enhance teachers' subject confidence. They can be found here.

These videos cover a wide range of musical skills and techniques, including tempo, rhythm, staff notation, dynamics, composing, and improvisation, making music education both engaging and enriching.

Diversity in the Kapow Primary Music curriculum

In the main scheme we include:

- A wide range of music from every continent in the world.
- Discrete units on Indian classical music, Samba, and South and West Africa.
- A wide variety of musical genres studied including: pop, jazz, baroque, blues and rock and roll.
- Both contemporary and traditional music.
- Representation of composers and musicians from diverse ethnic backgrounds.
- Representation of both male and female musicians.

You can download the Music: List of songs, artists and composers to see the specifics.

In the instrumental scheme we include:

- Only one western form of music represented - minimalism (which in itself is heavily influenced by non-Western traditions).
- Discrete units on Calypso, Salsa, Gumboot dancing, Bollywood, and Gamelan music - exploring each musical tradition in depth.
- Discussion of broader issues e.g. slavery and the impact of movement of peoples on the development of musical styles.

Oracy in Music

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Music curriculum, pupils have opportunities to develop their oracy skills by:

- Rehearsing as a group and singing as an ensemble.
- Listening with concentration and providing feedback about other children’s and composers’ work.
- Expressing opinions respectfully.
- Collaborating in a group.
- Discussing composition or personal preferences using musical vocabulary.
- Reasoning about instrument choices and justifying choices of instruments or sounds in compositions using musical vocabulary.
- Modifying tone of voice.
- Building confidence when using their voice.

A spiral curriculum

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical**: Pupils return to the same skills and knowledge again and again during their time in primary school.
- ✓ **Increasing depth**: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- ✓ **Prior knowledge**: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Is there any flexibility in the Kapow Primary music scheme?

Our Music scheme of work is organised into units.

Within each unit, lessons must be taught in order as they build upon one another.

Across the Key stage 2 year groups, units themselves do not need to be taught in the suggested order. In Key stage 1, we suggest following the suggested order set out (see here).

N.B Units should not be moved between year groups, unless you are following our guidance for mixed-age planning.
This is because pupil progression will be compromised.

Please note that our Instrumental scheme is progressive and units and lessons must be taught in order.

Short of curriculum time?

At Kapow Primary we understand that curriculum time is always tight in primary schools.

Therefore, we have created a Condensed curriculum version of our Long term plan to help those schools who want to ensure coverage of the National Curriculum, without dedicating an hour a week to Music.

Our Condensed curriculum long term plan abstracts units which cover key skills and knowledge in only 20 lessons.

We have ensured there is a range of musical styles covered and that the Inter-related dimensions of music (pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation) are given similar attention in terms of coverage.

This version of our Long term plan could be used if teaching Music in a two-week, half termly cycle or through blocking the foundation subjects. Or it could simply be used to relieve pressure on curriculum time.

Changes for 2024/25

What's happening and why?

- All units in Years 1 and 2 are being refreshed to further embed the requirements of the Model Music Curriculum.
- These are refreshed, updated versions of the **current units** although the titles may have changed.
- Two new strands (Creating sound and Notation) will be created on our Progression of skills and knowledge (to be published 19.08.2024) - the refreshed units will reflect these. This is in response to the findings of the subject report from Ofsted - 'Striking the right note' - September 2023. These strands will be progressively introduced at KS1 and then covered throughout the whole scheme over the course of the next academic year.

Which units are being refreshed and what will they be called? (See p.16)

We recommend the units are taught in this order to ensure progression.

Y1

Aut 1 Keeping the pulse (My favourite things)
Aut 2 Tempo (Snail and mouse)
Spr 1 Dynamics (Seaside)
Spr 2 Sound patterns (Fairytales)
Sum 1 Pitch (Superheroes)
Sum 2 Musical symbols (Under the sea)

Y2

Aut 1 Call and response (Animals)
Aut 2 Instruments (Musical storytelling)
Spr 1 Singing (On this island)
Spr 2 Contrasting dynamics (Space)
Sum 1 Structure (Myths and Legends)
Sum 2 Pitch (Musical me)

When is this happening?

- Year 1 and 2 refreshed units will be published and available for September 2024, ready to teach in the new academic year.

What do I need to do?

When published (19.08.2024):

- Ensure you look over the refreshed units to make sure you're prepared.
- Subject leads should check the new key skills and progression document and the updated guidance and units on the LTP.
- Check the equipment list for the refreshed units to ensure you're prepared.

Model Music Curriculum: Instrumental scheme

The DfE's Model Music Curriculum 2021 states that:

'*In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.*'

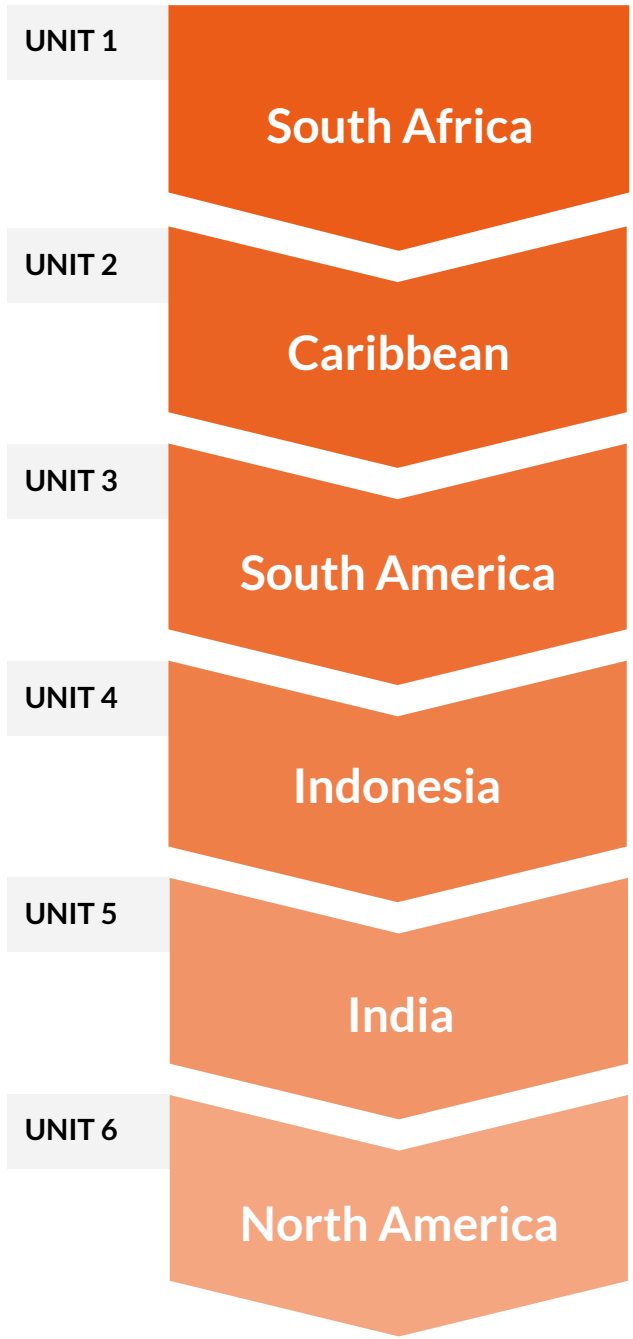
At Kapow Primary we have created an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos.

Each unit of lessons focuses on music from a different part of the world and features a bespoke piece of music composed specifically for the scheme and includes sheet music, performance and backing tracks.

The lessons are written for tuned percussion instruments because: they are accessible for non-specialists to teach and are effective for learning notation because the note names are written on the bars and are already available in many schools. In addition, *the Ofsted music 2023 review highlights that 'shallow experiences' with too many instruments doesn't provide pupils with enough technical ability in order to play expressively* - our instrumental scheme streamlines the focus to allow technique to develop and therefore for pupils to begin to play with expression on one instrument.

Ideally, this scheme would take place alongside Kapow Primary's current units by allocating extra time to music learning in your school.

If this is not possible, you can choose to replace some of the Year 3 or Year 4 Kapow units with two or more of the units from the instrumental scheme. See Guidance: How to fit in our Instrumental scheme units for more information. Pupils must follow the Instrumental scheme in order so ensure that they start with the **South Africa** and **Caribbean** units.



Guidance: How to fit in our Instrumental scheme units

	Organisation	Considerations
Option 1	Replace the whole of the Year 3 or Year 4 music scheme with the Instrumental scheme.	• This option still gives you full coverage of the National curriculum. • This gives pupils a chance to develop their skills with an instrument to a high level. • You may not want to do this if you have a favourite unit or if a unit ties in with your Topic.
Option 2	Teach the instrumental scheme alongside our current Kapow Primary music scheme. This would work best in Year 3 or Year 4 but could be done at any point in KS2.	• This would require extra time to be timetabled for music learning . We recommend 45 mins each week for the existing scheme and 45 mins each week for the instrumental.

Option 2 example:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Existing Year 3 Kapow Primary units	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)
Instrumental scheme units	**South Africa**	**Caribbean**	**South America**	**Indonesia**	**India**	**North America**

	Organisation	Considerations
Option 3	Replace two (or more) units of the Year 3 or Year 4 scheme of work with the **first two** (or more) units from the Instrumental scheme.	• This will allow you to cover the Model music curriculum recommended 'whole-class instrumental programme lasting a minimum of one term.' • You will still have full coverage of the National Curriculum. • This option gives you more flexibility to continue with favourite units from the existing scheme.

Option 3 example:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Ballads	Creating compositions in response to an animation (Theme: Mountains)	**Instrumental scheme:** **South Africa**	Pentatonic melodies and composition (Theme: Chinese New Year)	**Instrumental scheme:** **Caribbean**	Traditional instruments and improvisation (Theme: India)

Other useful documentation

There are a number of key documents which can support you in planning our **Music** scheme of work.
Please see the Music Subject planning page on the website to find these documents and more.

✓ National curriculum mapping

- Shows how our scheme of work meets the National Curriculum requirements.

✓ Progression of skills and knowledge document

- Shows how understanding and application of key concepts and skills builds year on year.

✓ List of songs, artists and composers

✓ Music: Equipment list

✓ Assessment spreadsheet

✓ Intent, Implementation, Impact statement

✓ Music key skills and knowledge by unit

Units can be taught in a different order as long as they remain within the same year group.
N.B. All units contain five lessons, unless otherwise stated.
Please note: This Long-term plan is being updated for 2024/25. See here for changes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds: (Theme: By the sea)
Year 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
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	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Fingal's Cave	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' Song (6 lessons)

New for 2024/25! This Music long-term plan is being updated for the coming school year to reflect refreshed content. See here for more information.
Links will be added as refreshed units are published.
All related documents will be updated to reflect changes by 19.08.2024.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (My favourite things)	Tempo (Snail and mouse)	Dynamics (Seaside)	Sound patterns (Fairytales)	Pitch (Superheroes)	Musical symbols (Under the sea)
Year 2	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this island)	Contrasting dynamics (Space)	Structure (Myths and Legends)	Pitch (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	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Fingal's Cave	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' Song (6 lessons)

Unit 1	Exploring sound (5 lessons) Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.
Unit 2	Celebration music (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.
Unit 3	Music and movement (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.
Unit 4	Musical stories (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.
Unit 5	Transport (5 lessons) Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.
Unit 6	Big band (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

Our EYFS lessons are a natural precursor to our Year 1 Music plans and focus not only on discrete music learning but also on how to incorporate music into all the other areas of learning.

Please read the teacher guidance for:

Teacher guidance: Music and continuous provision

	Year 1		
Autumn 1	Pulse and rhythm (Theme: All about me) (5 lessons) Identifying the difference between the pulse and rhythm of a song and consolidating understanding of these concepts through listening and performing activities.	Autumn 2	Tempo (Theme: Snail and mouse) (5 lessons) Using voices, bodies and instruments to listen and respond to different pieces of music. Learning and performing a rhyme and song with a focus on tempo.
Spring 1	Musical Vocabulary (Theme: Under the sea) (5 lessons) Exploring key musical vocabulary, through making visits to underwater worlds and a coral reef. Listening and moving to different types of sea themed music.	Spring 2	Timbre and rhythmic patterns (Theme: Fairytales) (5 lessons) Introducing the concept of timbre; learning that different sounds can represent characters and key events in a story. Clapping to the syllables of words and phrases before creating rhythmic patterns.
Summer 1	Pitch and tempo (Theme: Superheroes) (5 lessons) Learning how to identify high and low notes and to compose a simple tune, exploring some different instruments and investigating how tempo changes help tell a story and make music more exciting.	Summer 2	Vocal and body sounds: (Theme: By the sea) (5 lessons) Children are encouraged to feel pieces of music, conveying mood through movement and making links between music, sounds and environments.

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Suggested long-term plan: Music - Outline (KS1)

	Year 2		
Autumn 1	West African call and response song (Theme: Animals) **(5 lessons)** Using instruments to represent animals, copying rhythms, learning a traditional African call and response song and recognising simple notation, progressing to creating animal-based call and response rhythms.	**Autumn 2**	Orchestral instruments (Theme: Traditional Western stories) **(5 lessons)** Introducing the instruments of the orchestra. Learning how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.
Spring 1	Musical me **(5 lessons)** Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	**Spring 2**	Dynamics, timbre, tempo and motifs (Theme: Space) **(5 lessons)** Identifying dynamics, timbre, tempo and instruments in music heard and comparing pieces by the same composer. Visually representing music in creative and more formal ways and learning to play and compose motifs.
Summer 1	On this island: British songs and sounds **(5 lessons)** Taking inspiration from the British Isles, exploring how to create sounds to represent three contrasting landscapes: seaside, countryside and city, creating their own soundscapes.	**Summer 2**	Myths and Legends **(5 lessons)** Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song. Learning to create music through the use of a graphic score.

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	Year 3		
Autumn 1	Ballads (5 lessons) Learning what ballads are, how to identify their features and how to convey different emotions when performing… Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	Autumn 2	Creating compositions in response to an animation (Theme: Mountains) (5 lessons) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original compositions to match an animation.
Spring 1	Developing singing technique (Theme: The Vikings) (5 lessons) Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.	Spring 2	Pentatonic melodies and composition (Theme: Chinese New Year) (5 lessons) Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.
Summer 1	Jazz (5 lessons) Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Summer 2	Traditional instruments and improvisation (Theme: India) (5 lessons) Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

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Suggested long-term plan: Music (Lower KS2)

	Year 4		
Autumn 1	Body and tuned percussion (Theme: Rainforests) (5 lessons) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	Autumn 2	Rock and Roll (5 lessons) Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.
Spring 1	Changes in pitch, tempo and dynamics (Theme: Rivers) (5 lessons) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Spring 2	Haiku, music and performance (Theme: Hanami) (5 lessons) Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.
Summer 1	Samba and carnival sounds and instruments (5 lessons) Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Summer 2	Adapting and transposing motifs (Theme: Romans) (5 lessons) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.

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	Year 5		
Autumn 1	Composition notation (Theme: Ancient Egypt) (5 lessons) Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.	Autumn 2	Blues (5 lessons) Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.
Spring 1	South and West Africa (5 lessons) Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Spring 2	Composition to represent the festival of colour (Theme: Holi festival) (5 lessons) Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.
Summer 1	Looping and remixing (5 lessons) Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Summer 2	Musical theatre (5 lessons) An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

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	Year 6		
Autumn 1	Dynamics, pitch and tempo (Theme: Fingal's Cave) (5 lessons) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	Autumn 2	Songs of WW2 (5 lessons) Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.
Spring 1	Film music (5 lessons) Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.	Spring 2	Theme and Variations (Theme: Pop Art) (5 lessons) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments
Summer 1	Baroque (5 lessons) Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the structural and stylistic features of the music that they wrote and performed.	Summer 2	Composing and performing a Leavers' Song (6 lessons) Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies.

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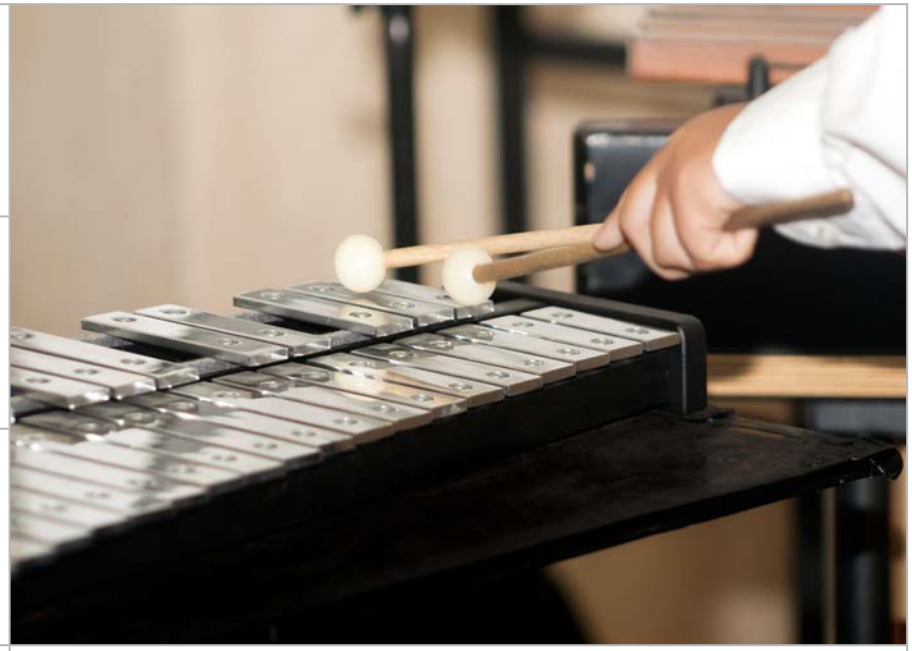
Suggested long-term plan: Music - Outline (Instrumental scheme)

Unit 1	South Africa (5 lessons) Learning about South African music, singing and playing a gumboot dance-style piece in two parts, as well as learning the basics of staff	
Unit 2	Caribbean (5 lessons) Learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.	
Unit 3	South America (5 lessons) Learning about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion.	
Unit 4	Indonesia (5 lessons) Learning about the key features of gamelan music, and playing a gamelan inspired piece in two parts on tuned percussion using staff notation.	Our Instrumental scheme is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos. See Guidance for how to fit in our Instrumental scheme for suggestions of how to incorporate our Instrumental scheme into music teaching in your school.
Unit 5	India (5 lessons) Learning about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack.	
Unit 6	North America (5 lessons) Learning about the key features of minimalism and how it has been influenced by other musical styles, while singing and playing a minimalist piece in two parts from staff notation.	

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This page shows updates to this document.

Date	Update
31.07.23	New unit (Transport) added to EYFS scheme for school year 2023-24. Y6 unit Advanced rhythms has been archived and is replaced by the Baroque unit in Year 6.
20.10.23	New unit (Tempo: Snail and mouse) added to Year 1 (p.13, p.15) Extra information added about Diversity in the Kapow primary curriculum (p. 7) and about how Kapow can support non-specialists (p. 6).
10.07.24	Updated to reflect upcoming updates to units in KS1 (p.11 and p.16). Added a page about oracy in Music on p.8. Change to information about the flexibility of the scheme (p. 9).