



St Francis Xavier Catholic Primary School

Music Long Term Plan

Review date: September 2028

At St Francis Xavier, we follow the Kapow Primary Music scheme, which fully fulfils the statutory requirements of the National Curriculum (2014):

- ★ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composer 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.

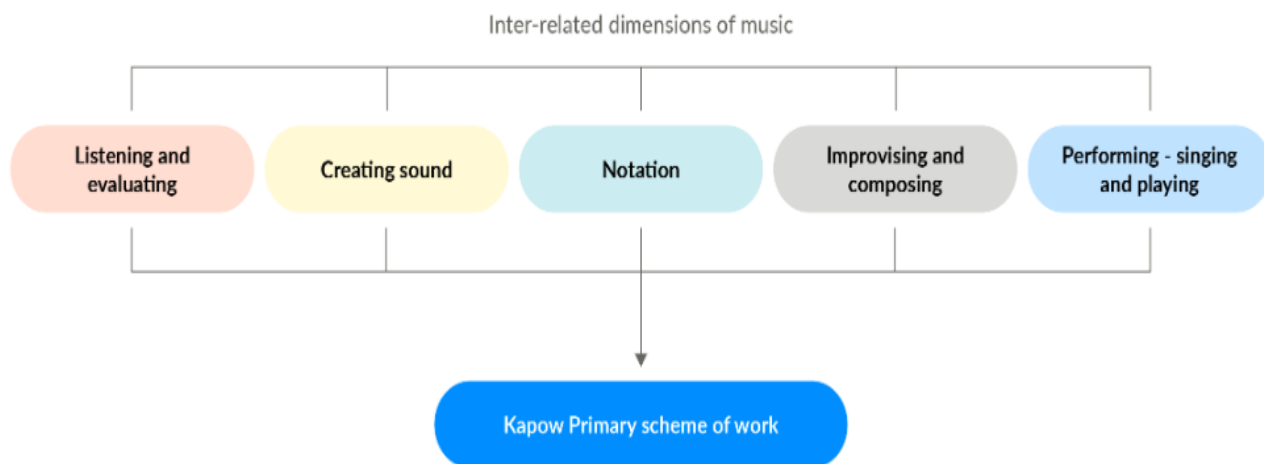
The five strands

The National curriculum organises the attainment targets for Music under:

- Listening and evaluating.
- Creating sound.
- Notation.
- Improvising and composing.
- Performing – singing and playing.

Accordingly, Kapow Primary's Music curriculum has been structured with these strands running through each unit.

The strands ensure balanced coverage of the different areas of Music and that both substantive and disciplinary aspects are covered.



All the strands of the Kapow scheme are organised under the umbrella of the 'inter-related dimensions of music'. These are the building blocks of music and therefore run throughout the scheme of work as an overarching strand.

The inter-related dimensions of music are:

- ☐ **Pitch** – how high or low a sound is
- ☐ **Duration** – how long or short sounds are
- ☐ **Dynamics** – how loud or quiet music is
- ☐ **Tempo** – the speed of the music
- ☐ **Texture** – how many/different layers of sound are heard together
- ☐ **Structure** – how a piece of music is organised into sections
- ☐ **Timbre** – the particular quality or character of a sound/instrument

It is designed as a 'spiral curriculum' with the following 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.

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control.

Music will also be taught in a variety of ways linked to the class topic.

- Children will have opportunities to listen to a wide variety of styles in music specific lessons as well as other areas in the curriculum such as liturgies and masses.
- They will perform and compose their own music.
- They will be taught subject specific language in order to evaluate music of both their own and other composers.

- They will be taught how to read music and - either through educational visits or professionals- how to play an instrument.
- Children learn and rehearse hymns and songs in singing assemblies.
- Children will have the opportunity to take part in extra-curricular music clubs such as the school choir.

By the time children leave St Francis Xavier, they will have played a musical instrument and attended a live performance. They will be able to evaluate and discuss music using the correct subject specific language. They will have gained confidence listening and responding to music and using it to express themselves.

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider
- cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National curriculum for Music.



Music Long term plan 2026/27			
	Autumn	Spring	Summer
EYFS	Exploring sound	Music and movement	Big Band
Year 1	My favourite things: keeping the pulse	Fairy tales: sound patterns.	Superheroes: Pitch
Year 2	Animals: Call and response	Musical storytelling: Instruments	Musical Me: Pitch
Year 3	Reading rhythms: Patterns and layers Y3 recorders	Inspired by India: Musical Improvisations Y3 recorders	Reggae Rhythms: Playing in a band Y3 recorders
Year 4	Singing in parts: Loops and layers	Musical motifs: Reading the stave	Music technology: Loop-based composition
Year 5	Music in nature: Chords and melodies	West African rhythms: Create, play and perform	Stage and song: Storytelling through music
Year 6	Four-chord pop: Playing in a band	Songs that speak: Lyrics and messages	Music technology: Film soundtracks

EYFS Outline			
Progression of key skills			
Listening: • Listening appropriately to someone leading a short musical phrase, song or rhyme. • Exploring spontaneous movement with different parts of their body in response to music. • Expressing different spontaneous emotional reactions to music, (smiling, movement, body language). • Using artwork or creative play as a way of expressing feelings and responses to music.	Composing: Stimulus and purpose • Exploring and imitating sounds from their environment and in response to events in stories. Improvising • Exploring and imitating sounds. Creating and selecting sounds • Experimenting with creating sound in different ways using instruments, body percussion and voices. • Selecting classroom objects to use as instruments. • Selecting sounds that make them feel a certain way or remind them of something.	Performing: Awareness of self • Facing the audience when performing. • Spontaneously expressing feelings around performing. Awareness of others • Performing actively as part of a group. • Demonstrating being a good audience member, by looking, listening and maintaining attention.	Inter-related dimensions: Pitch: • To understand that what 'high' and 'low' notes are. Duration: • To recognise that different sounds can be long or short. Dynamics: • To understand that instruments can be played loudly or softly. Tempo: • To recognise music that is 'fast' or 'slow'. • To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. Timbre: • To know that different instruments can sound like a particular character. Texture: • To know that music often has more than one instrument being played at a time. Structure: • To recognise the chorus in a familiar song. Notation: • To know that signals can tell us when to start or stop playing.

Year 1 Outline

Progression of key skills

Listening:

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Coordinating the speed of their movements to match the speed of the music (not the beat).
- Beginning to move in time with the beat of the music.
- Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy').

Composing:

Stimulus and purpose

- Creating simple sound sequences in response to stimuli such as stories, artwork or nature.

Improvising

- Improvising simple question and answer phrases, using untuned percussion or voices.

Composing

- Experimenting with creating different sounds using a single instrument.
- Experimenting with creating loud, quiet, high and low sounds.
- Selecting objects and/or instruments to create sounds to represent a given idea or character.
- Choosing words to match a simple pitch pattern.

Structure

Performing:

Evaluating performance

- Offering positive feedback on others' performances and beginning to notice areas for improvement in their own.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of 'fast' and 'slow'.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of 'loud', 'quiet' and 'silent'.

Timing

- Starting to maintain a steady beat throughout short singing performances.

Performance awareness

- Keeping the head raised while singing.
- Keeping instruments still until their part in a performance.

Ensemble skills

- Performing actively as part of a group;

Inter-related dimensions:

Dynamics

- To know that 'loud' and 'quiet' describe the volume of music.

Rhythm

- To know that rhythm is a pattern of sounds made up of long and short notes.

Structure

- To know that some parts of music can repeat.

Melody (including pitch)

- To know that pitch describes how high or low a sound is.

Instrumentation

- To know that instruments can be recognised by their sound and appearance.

Tempo

- To know that tempo describes the speed of music.

	• Playing and combining sounds under the direction of a leader (the teacher).	keeping in time with the beat. • Showing an awareness of the leader, particularly when starting or ending a piece.	
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Year 2 Outline

Progression of key skills

Listening:

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Confidently moving in time with the beat of the music when modelled.
- Beginning to keep movements to the beat of different speeds of music.
- Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.

Composing:

Stimulus and purpose

- Creating simple sound sequences in response to stimuli such as stories, artwork or nature.

Improvising

- Improvising simple question and answer phrases, using untuned percussion or voices.

Composing

- Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.

Structure

- Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.

Performing:

Evaluating performance

- Offering positive feedback on others' performances and beginning to notice areas for improvement in their own.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of 'fast' and 'slow'.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of 'loud', 'quiet' and 'silent'.

Timing

- Starting to maintain a steady beat throughout short singing performances.

Performance awareness

- Standing or sitting appropriately when performing or waiting to perform.
- Continuing playing or singing with a group, even if a mistake is made.

Ensemble skills

- Performing actively as a group, clearly keeping in time with the beat.
- Following a leader to start and end a piece appropriately.

Inter-related dimensions:

Dynamics

- To know that 'loud' and 'quiet' describe the volume of music.

Rhythm

- To know that rhythm is a pattern of sounds made up of long and short notes.

Structure

- To know that some parts of music can repeat.

Melody (including pitch)

- To know that pitch describes how high or low a sound is.

Instrumentation

- To know that instruments can be recognised by their sound and appearance.

Tempo

- To know that tempo describes the speed of music.

Year 3 Outline

Progression of key skills

Listening:

- Listen attentively and respond to specific musical features.
- Identify and describe changes in pitch, rhythm, tempo and dynamics.
- Identify a range of instruments and recognise their roles within music.
- Recognise and perform simple rhythmic and melodic patterns.
- Use appropriate musical vocabulary to describe and discuss music.
- Express opinions about music, giving musical reasons.
- Identify similarities and differences between music from different cultures, genres and historical periods.
- Recognise how instruments, musical features and technology vary across different musical contexts.

Composing:

- Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character.
- Beginning to improvise using up to five pitches.
- Improvising melodies over an accompaniment or drone.
- Exploring a different idea before selecting one.
- Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume).
- Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale).
- Beginning to develop a repeated melody within given parameters (e.g. adding suggested notes).
- Composing to a simple given structure (e.g. beginning, middle and end).

Performing:

Evaluating performance

- Beginning to offer constructive thoughts and opinions on peer performances.
- Reflecting on their own performance and expressing what went well.
- Beginning to offer simple, constructive feedback relating to specific elements of the performance.

Timing

- Performing simple parts and keeping a steady beat with support from a backing track.

Performance awareness

- Beginning to have an awareness of the difference between practice and performance.
- Beginning to use body language and facial expressions to support a performance.
- Beginning to recognise suitable points to rejoin a performance if they lose their place.

Ensemble skills

- Beginning to maintain an individual part (e.g. bass, chords or

Inter-related dimensions:

Dynamics

- To know that dynamics describe the volume of music and can change within a piece.

Rhythm

- To know that dynamics describe the volume of music and can change within a piece.

Structure

- To know that music can be organised into sections such as 'beginning', 'middle' and 'end'.

Melody (including pitch)

- To know that melodies are made from a sequence of pitches that move higher, lower or stay the same.

Instrumentation

- To know that instruments belong to families and can have different roles in a piece of music.

Tempo

- To know that tempo can change

		melody) within a group. • Following cues from a leader or backing track to start or stop performing. • Beginning to use simple non-verbal cues, such as eye contact or nodding, to help coordinate group performances.	within a piece of music, becoming faster or slower. Harmony • To know that harmony is created when two or more different notes are played together.
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Year 4 Outline

Progression of key skills

Listening:

- Listen attentively and respond to specific musical features.
- Identify and describe changes in pitch, rhythm, tempo and dynamics.
- Identify a range of instruments and recognise their roles within music.
- Recognise and perform simple rhythmic and melodic patterns.
- Use appropriate musical vocabulary to describe and discuss music.
- Express opinions about music, giving musical reasons.
- Identify similarities and differences between music from different cultures, genres and historical periods.
- Recognise how instruments, musical features and technology vary across different musical contexts.

Composing:

- Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character.
- Beginning to improvise using up to five pitches.
- Improvising melodies over an accompaniment or drone.
- Exploring a different idea before selecting one.
- Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume).
- Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale).
- Beginning to develop a repeated melody within given parameters (e.g. adding suggested notes).
- Composing to a simple given structure (e.g. beginning, middle and end).

Performing:

Evaluating performance

- Beginning to offer constructive thoughts and opinions on peer performances.
- Reflecting on their own performance and expressing what went well.
- Beginning to offer simple, constructive feedback relating to specific elements of the performance.

Timing

- Performing simple parts and keeping a steady beat with support from a backing track.

Performance awareness

- Beginning to have an awareness of the difference between practice and performance.
- Beginning to use body language and facial expressions to support a performance.
- Beginning to recognise suitable points to rejoin a performance if they lose their place.

Ensemble skills

- Beginning to maintain an individual part (e.g. bass, chords or

Inter-related dimensions:

Dynamics

- To know that dynamics describe the volume of music and can change within a piece.

Rhythm

- To know that dynamics describe the volume of music and can change within a piece.

Structure

- To know that music can be organised into sections such as 'beginning', 'middle' and 'end'.

Melody (including pitch)

- To know that melodies are made from a sequence of pitches that move higher, lower or stay the same.

Instrumentation

- To know that instruments belong to families and can have different roles in a piece of music.

Tempo

- To know that tempo can change

		melody) within a group. • Following cues from a leader or backing track to start or stop performing. • Beginning to use simple non-verbal cues, such as eye contact or nodding, to help coordinate group performances.	within a piece of music, becoming faster or slower. Harmony • To know that harmony is created when two or more different notes are played together.
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Year 5 Outline

Progression of key skills

Listening:

- Listen attentively and independently, identifying a range of musical features.
- Explain how pitch, rhythm, tempo, dynamics and instrumentation create mood and effect.
- Identify and describe the function of instruments and sounds within a piece.
- Recognise and describe unfamiliar instruments using musical vocabulary and comparisons.
- Explain how inter-related musical elements work together to create contrast, mood and effect.
- Give critical responses to music, referring to specific sections, features and their effect on the listener.
- Use a wide range of musical vocabulary when describing and discussing music.
- Compare music from different styles, cultures and historical contexts, identifying similarities and differences.
- Recognise how historical, social and technological influences have

Composing:

- Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds).
- Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds).
- Improvising melodies over an accompaniment or drone, keeping in time.
- Exploring a range of ideas before selecting one.
- Confidently applying the inter-related dimensions of music and explaining their choices (e.g. 'I sped up in the middle section to add excitement').
- Creating musical ideas whilst carefully considering rhythm, pitch and notation.
- Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume).
- Writing lyrics to fit a melody, carefully matching syllables to the rhythm.

Performing:

Evaluating performance

- Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning.
- Evaluating their performance by identifying strengths and suggesting next steps for improvement.
- Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too').

Timing

- Performing confidently and independently in time with a backing track or ensemble.

Performance awareness

- Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance).
- Performing with stage awareness, showing confidence, focus and

Inter-related dimensions:

Dynamics

- To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood.

Rhythm

- To know that rhythms can be organised into bars and different time signatures.

Structure

- To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation).

Melody (including pitch)

- To know that melodic ideas can be repeated, developed or varied.

Instrumentation

- To know that composers choose different instruments to create particular musical effects.

shaped musical styles and genres. • ☐ Recognise how composers and performers use structure and contrast to create musical effects.	• Confidently developing melodic ideas, exploring different pitches and rhythms. • Considering the structure of a composition to reflect a style of music.	engagement with the audience. • Recovering smoothly from mistakes while maintaining the flow of the performance. Ensemble skills • Maintaining an individual part (e.g. bass, chords, melody) within a group. • Recognising and responding to cues within a performance to enter, stop or change sections. • Using non-verbal communication confidently to coordinate ensemble performance, such as signalling entries, endings or changes.	Tempo • To know that composers use changes in tempo to create contrast, tension or excitement in music. Harmony • To know that chords and harmony support melody and add depth to music.
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Year 6 Outline

Progression of key skills

Listening:

- Listen attentively and independently, identifying a range of musical features.
- Explain how pitch, rhythm, tempo, dynamics and instrumentation create mood and effect.
- Identify and describe the function of instruments and sounds within a piece.
- Recognise and describe unfamiliar instruments using musical vocabulary and comparisons.
- Explain how inter-related musical elements work together to create contrast, mood and effect.
- Give critical responses to music, referring to specific sections, features and their effect on the listener.
- Use a wide range of musical vocabulary when describing and discussing music.
- Compare music from different styles, cultures and historical contexts, identifying similarities and differences.
- Recognise how historical, social and technological influences have

Composing:

- Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds).
- Improvising or composing music to represent a stimulus and create a specific mood, atmosphere or message (e.g. tense music to represent stormy clouds).
- Improvising melodies over an accompaniment or drone, keeping in time.
- Exploring a range of ideas before selecting one.
- Confidently applying the inter-related dimensions of music and explaining their choices (e.g. 'I sped up in the middle section to add excitement').
- Creating musical ideas whilst carefully considering rhythm, pitch and notation.
- Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume).
- Writing lyrics to fit a melody, carefully matching syllables to the rhythm.

Performing:

Evaluating performance

- Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning.
- Evaluating their performance by identifying strengths and suggesting next steps for improvement.
- Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too').

Timing

- Performing confidently and independently in time with a backing track or ensemble.

Performance awareness

- Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance).
- Performing with stage awareness, showing confidence, focus and

Inter-related dimensions:

Dynamics

- To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood.

Rhythm

- To know that rhythms can be organised into bars and different time signatures.

Structure

- To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation).

Melody (including pitch)

- To know that melodic ideas can be repeated, developed or varied.

Instrumentation

- To know that composers choose different instruments to create particular musical effects.

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