



## Kapow Primary and the Model Music Curriculum Guidance

The DfE released the 'Model Music Curriculum' (MMC) for England on 26th March 2021. The framework does not replace the current national curriculum; there is no requirement for schools to adopt it. Instead, it outlines an approach that schools can take to deliver the current national curriculum for music.

The guidance suggests what could be taught within each year group to meet the end of Key stage expectations.



# Contents

Introduction	2
Kapow Primary's scheme of work and the MMC	2
Kapow Primary and the MMC approach to curriculum design	3
Kapow Primary and the MMC lesson durations and modes of delivery	3
Kapow Primary and the MMC at EYFS	3
Kapow Primary and the MMC at KS1	4
Kapow Primary and the MMC at KS2	5
Conclusion	7

## Introduction

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The guidance suggests what could be taught within each year group to meet the end of Key stage expectations.

## Kapow Primary's scheme of work and the MMC

Kapow Primary's music scheme provides a progressive programme of study for music from EYFS to Year 6, which covers all aspects of the statutory National Curriculum, and so therefore also aligns substantively with the MMC.

The MMC splits the curriculum into the areas of:

- Singing
- Listening
- Composing and
- Musicianship (KS1) or Performance/Instrumental Performance (KS2).

These tie in similarly to the way we categorise our scheme into the four strands of:

- Performing
- Listening
- Composing and
- The History of Music

See [Kapow Primary Music Curriculum Overview](#) for more information.

Although our strands have different names from the MMC key areas, the overall content remains the same because, both the Kapow Primary scheme and the MMC draw from the National Curriculum. For example, Kapow Primary includes Singing within Performing, rather than categorising it as a separate strand, and the MMC covers the History of Music within its Listening key area.

## **Kapow Primary and the MMC approach to curriculum design**

While it can be helpful to categorise the curriculum into different strands for planning and coverage, they should not be taught in isolation. Research into musical development and best practice pedagogy states that music should be taught holistically, with singing, playing instruments, composing, and listening to music all integrated together into music lessons (Spruce, 2007). This is one reason why Kapow Primary has taken a topic-based approach to deliver the strands in the music scheme of work, as this enables us to create units and lessons that deliver a holistic approach to music.

## **Kapow Primary and the MMC lesson durations and modes of delivery**

The MMC recommends that primary aged children should have an hour's music lesson every week (which can be split into several smaller sessions if necessary).

Kapow Primary understands that all schools are different, and therefore the amount of time allocated to music will vary. In addition, the amount of time that individual musical activities take will vary depending on teacher confidence, pupil's prior experience, and practical considerations such as the number of instruments available for pupils to use.

Therefore, our scheme is not prescriptive regarding lesson timings, instead, adopting a more flexible approach that allows teachers and pupils room to explore music at their own pace. We provide five lessons in each unit to allow for some flexibility within each half term should lessons not take place every week, for example, due to school trips or other one-off activities and to allow time for consolidation, if needed.

## **Kapow Primary and the MMC at EYFS**

The MMC takes KS1 as a 'blank slate' starting point because the National Curriculum does not cover EYFS. However, of course, music does form part of the EYFS framework, and therefore children will have experienced music-making before they enter Year 1. The Kapow Primary music scheme of work aligns with the EYFS framework, covering basic musical skills such as pulse-keeping, inventing rhythms, singing, and moving to music. Schools following the Kapow Primary EYFS music scheme of work will find that their children enter Year 1 at a higher level of competence than is assumed in the Model Music Curriculum.

## Kapow Primary and the MMC at KS1

### Singing:

The MMC approach to singing is based on developing pitch-matching (singing in tune) over a limited range, gradually expanding the range of notes that are sung over the year groups. Kapow Primary takes a broader approach, focusing on the development of expression and enjoyment, as well as the more technical aspects of singing, including singing in tune. Kapow Primary, therefore, aligns with the MMC's expectations for singing at Year 1 and Year 2, and extends and expands these further.

### Repertoire:

The MMC sets out a list of suggested repertoires for singing in each year group, and at KS1 Kapow Primary uses comparable, though not identical repertoire. For example, call and response songs form a central part of KS1 units in the Kapow Primary scheme, reflecting this aspect of the MMC.

### Listening:

The MMC provides suggested 'foundation' and wider listening repertoire (in the appendix) for each year group, with some contextual background information on each piece including particular features to listen out for. The Kapow Primary music scheme of work provides a more structured and progressive approach to listening, with specific activities and questions provided alongside each listening suggestion that reflect the children's stage of musical development.

At KS1 the Kapow Primary music scheme selects a listening repertoire with strong 'storytelling' or 'mood' aspects to reflect pupils' stage of development at this age. Examples include pieces such as *Mars* from *The Planets Suite* by Gustav Holst, and *Carnival of the Animals* by Camille Saint-Saens. Both pieces appear in the Kapow Primary scheme and the MMC at KS1.

### Composing:

The composing aspect of the MMC aligns closely to the Kapow Primary music scheme of work. Both the MMC and Kapow require pupils to create sequences of sounds in response to a wide variety of stimuli, using their voices and tuned and untuned instruments.

## Musicianship:

While Kapow Primary does not have a separate musicianship strand at KS1 as the MMC does, the expectations around pulse, rhythm and pitch indicated in the MMC are all covered in the Kapow Primary scheme through the Performing, Listening and Composing strands.

The only area of difference is that of staff notation. The Model Music Curriculum diverges from the statutory National Curriculum by including staff notation in KS1, and therefore this aspect is not currently covered in the Kapow Primary music scheme of work until KS2. However, we will be adding staff notation at Year 2 for September 2021.

## Kapow Primary and the MMC at KS2

The MMC includes whole class instrumental teaching at Year 3 or 4 in addition to their weekly music curriculum lesson.

This however is not a requirement of the statutory National Curriculum, and therefore Kapow Primary does not currently provide a separate scheme for whole class instrumental teaching. We are aware that many schools, although not all, are supported by local music hubs to provide whole class teaching, however, we will be creating new resources for September 2021 for whole class instrumental teaching using glockenspiels.

## Singing:

At KS2, the MMC gradually widens the vocal range, with an emphasis on performance skills and quality of singing, as well as the introduction of part singing in Year 4, with an increase to three and four-part singing in Years 5 and 6 respectively.

The Kapow Primary music scheme of work at KS2 has specific units in each Year group with the focus on developing singing technique including part singing (Vikings, Romans, Egyptians, Songs of WW1 units), and then also uses singing more informally throughout all the other units as part of performing and composing activities. The Kapow Primary music scheme of work therefore extends and expands on the singing requirements contained within the MMC.

## **Listening:**

The MMC provides suggested 'foundation' and wider listening repertoire (in the appendix) for each year group, with some contextual background information on each piece including particular features to listen out for.

The Kapow Primary music scheme provides a structured approach to listening, with specific activities and questions designed to reflect children's stage of musical development.

## **Composing:**

At KS2, the composing aspect of the MMC closely aligns to the Kapow Primary scheme. It covers all aspects of the composing key area of the MMC at KS2, but with a more flexible approach.

Generally, our composing activities allow for plenty of pupil choice and creativity, allowing pupils to select structures and musical devices which suit the intended effect of the piece. We avoid prescribing the keys, structures and note sets that are available for pupils' use. This allows pupils to gain a deepening understanding of 'how music works' through composing and improvising.

## **Performing:**

The performing key area of the MMC at KS2 is focused on developing instrumental technique and notation reading on a melody instrument, with some chordal work included in the upper key stage. Kapow Primary's scheme also includes both melodic and chordal work throughout the key stage but adds rhythmic performance work on untuned percussion.

In Kapow Primary, the focus of instrumental work is currently less on developing technique on one instrument or learning to read staff notation. Instead, we focus on developing the skills that pupils need to perform their own compositions and improvisations, with instrumental work growing holistically out of creative activity.

Because we recognise that many primary teachers do not themselves read staff notation, there is less of an emphasis on this in the Kapow Primary scheme of work for music, and more emphasis on using other forms of notation (such as letter notation) and playing by ear. Where staff notation is used, it is carefully structured and explained so that both the teacher and the pupils can explore this aspect of music-making. The staff notation content of Kapow Primary meets the statutory requirements of the

National Curriculum but does not extend as far as the suggestions in the Model Music Curriculum.

In light of the MMC, we will be enhancing the Kapow Primary scheme to include whole class instrumental lessons and greater work on staff notation for September 2021.

## Conclusion

	How does Kapow Primary's scheme satisfy the Model Music Curriculum (MMC)?			
	Singing	Listening	Composing	Musicianship
<b>KS1</b>	Kapow Primary takes a broader approach to the development of singing than the MMC and extends and expands pupil's further than the MMC's expectations.	Kapow Primary's scheme meets and exceeds the MMC guidance as we offer progression around listening skills and greater structure.	Kapow Primary's scheme covers all aspects of the MMC's composing strand.	Kapow Primary's scheme satisfies the MMC here, aside from the inclusion of staff notation, which we currently introduced in KS2.  <b>We will be adding staff notation into Year 2.</b>
<b>KS2</b>	<b>Singing</b>	<b>Listening</b>	<b>Composing</b>	<b>Instrumental performance</b>
	The Kapow Primary music scheme of work extends and expands on the	Kapow Primary's scheme meets and exceeds the MMC guidance as we offer	Kapow Primary's scheme covers all aspects of the MMC's composing strand.	The MMC's focus is on the development of instrumental technique and notation reading on a melody instrument, with some chordal work.  Whilst Kapow Primary's

	singing requirements of the MMC.	progression around listening skills and greater structure.		<p>scheme also includes melodic and chordal work, with the addition of rhythmic performance on untuned percussion, our current focus is to develop the skills required to perform compositions and improvisations, with instrumental work growing holistically out of creative activity, rather than developing technique on one instrument or on learning to read staff notation.</p> <p><b>Therefore, we will be creating new resources for both these aspects.</b></p>
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