

Cavendish CE Primary School

Music Long-Term Plan | Kapow Primary | Two-Year Mixed-Age Programme | 2026-2028

We Learn. We Love. We Belong.

Curriculum intent

Music at Cavendish enables every pupil to develop as a listener, singer, instrumentalist, improviser, composer and performer. We use Kapow Primary Music as the core scheme and follow its mixed-age two-year sequence. The curriculum is practical, inclusive and ambitious, enabling pupils to build tacit, procedural and declarative musical knowledge through frequent listening, rehearsal, performance and reflection.

Kapow organises learning through five connected strands: listening and evaluating; creating sound; notation; improvising and composing; and performing through singing and playing. The inter-related dimensions of music - pitch, duration, pulse, rhythm, dynamics, tempo, timbre, texture, structure and appropriate notation - are revisited with increasing depth.

Mixed-age organisation

- Robins: EYFS, Year 1 and Year 2. Reception follows the linked Kapow EYFS music experience while Years 1 and 2 follow the named mixed-age KS1 unit. Shared listening, singing and performance may be taught together, but expected outcomes remain stage appropriate.
- Wrens: Year 3 and Year 4. All pupils follow the named Kapow mixed-age unit, with scaffolding and depth adapted to prior musical experience.
- Owls: Year 5 and Year 6. All pupils follow the named Kapow mixed-age unit. Year 6 pupils develop greater independence, fluency, evaluative language and control in performance and composition.
- Cycle A is taught in 2026/27 and Cycle B in 2027/28. National Curriculum coverage is secured across the complete two-year phase cycle.
- Kapow units and lessons are taught in the stated order because the knowledge and practical skills build progressively.

Statutory and non-statutory guidance

This plan is aligned to the [National Curriculum in England: Music programmes of study](#) and is informed by the [Model Music Curriculum: Key Stages 1 to 3](#). The statutory National Curriculum objectives are mapped explicitly later in this document.

Curriculum delivery

- Music is taught weekly. The Model Music Curriculum recommends at least one hour of music teaching each week at KS1 and KS2; this may be organised as one lesson or shorter sessions across the week.
- Singing in collective worship, performances, instrumental tuition and enrichment complement the taught curriculum but do not replace it.
- Teachers use Kapow lesson resources, teacher videos, audio, assessment guidance and knowledge organisers.
- Instrumental teaching should be applied in later classroom music where appropriate so that pupils retain and transfer learned techniques.

Whole-School Music Overview

Cycle A: 2026/27

Half-term	Robins: EYFS/Y1/Y2	Wrens: Y3/4	Owls: Y5/6
Autumn 1	Robins EYFS: Exploring sound KS1: Keeping the pulse (My favourite things)	Wrens: Instrumental lessons - South Africa	Owls: Film music
Autumn 2	Robins EYFS: Celebration music KS1: Tempo (Snail and mouse)	Wrens: Developing singing technique (Vikings)	Owls: Composition notation (Ancient Egypt)
Spring 1	Robins EYFS: Music and movement KS1: Pitch (Superheroes)	Wrens: Instrumental lessons - Caribbean	Owls: Musical theatre

Half-term	Robins: EYFS/Y1/Y2	Wrens: Y3/4	Owls: Y5/6
Spring 2	Robins EYFS: Musical stories KS1: Instruments (Musical storytelling)	Wrens: Body and tuned percussion (Rainforests)	Owls: Theme and variations (Pop Art)
Summer 1	Robins EYFS: Transport KS1: Singing (On this island)	Wrens: Jazz	Owls: Songs of World War 2
Summer 2	Robins EYFS: Big band KS1: Pitch (Musical me)	Wrens: Adapting and transposing motifs (Romans)	Owls: Composing and performing a Leavers' song (6 lessons)

Cycle A rationale: The year moves from foundational sound, pulse, singing and instrumental control towards increasingly independent composition and performance. Instrumental units in Wrens are retained in their Kapow order.

Whole-School Music Overview

Cycle B: 2027/28

Half-term	Robins: EYFS/Y1/Y2	Wrens: Y3/4	Owls: Y5/6
Autumn 1	Robins EYFS: Exploring sound KS1: Dynamics (Seaside)	Wrens: Creating a composition in response to an animation (Mountains)	Owls: Looping and remixing
Autumn 2	Robins EYFS: Celebration music KS1: Sound patterns (Fairy tales)	Wrens: Rock and Roll	Owls: Blues
Spring 1	Robins EYFS: Music and movement KS1: Call and response (Animals)	Wrens: Ballads	Owls: Dynamics, pitch and texture (Coast - Fingal's Cave)
Spring 2	Robins EYFS: Musical stories KS1: Musical symbols (Under the sea)	Wrens: Haiku, music and performance (Hanami festival)	Owls: Composition to represent the festival of colour (Holi)
Summer 1	Robins EYFS: Transport KS1: Contrasting dynamics (Space)	Wrens: Changes in pitch, tempo and dynamics (Rivers)	Owls: South and West Africa
Summer 2	Robins EYFS: Big band KS1: Structure (Myths and legends)	Wrens: Samba and carnival sounds and instruments (South America)	Owls: Composing and performing a Leavers' song (6 lessons)

Cycle B rationale: Pupils broaden their stylistic and cultural knowledge while revisiting the same core musical strands at greater depth through composition, notation, singing, ensemble work and critical listening.

Robins: EYFS, Year 1 and Year 2

Mixed-age expectations and National Curriculum links

Reception provision

Music is not a separate statutory subject in EYFS. Reception children develop the foundations needed for Key Stage 1 through Expressive Arts and Design, Communication and Language, Physical Development and Personal, Social and Emotional Development. Kapow EYFS activities are flexible and can be revisited within provision and class themes.

Cycle / term	Kapow context	Reception outcome	Y1/Y2 outcome	NC links
Cycle A Autumn 1	Exploring sound / Keeping the pulse	Explore vocal, body and instrumental sounds; respond physically to pulse.	Use voices expressively; play instruments; listen with concentration; experiment and combine sounds.	KS1-1, KS1-2, KS1-3, KS1-4
Cycle A Autumn 2	Celebration music / Tempo	Join songs from celebrations; move faster and slower; notice tempo changes.	Sing expressively; follow pulse and tempo; listen to music from different traditions.	KS1-1, KS1-2, KS1-3
Cycle A Spring 1	Music and movement / Pitch	Move in response to high and low sounds; copy simple melodic shapes.	Use voices and instruments to explore pitch; listen and respond; improvise short ideas.	KS1-1, KS1-2, KS1-3, KS1-4
Cycle A Spring 2	Musical stories / Instruments	Choose sounds to represent characters and events; follow a story sequence.	Select and combine sounds; create and perform a musical sequence; evaluate effect.	KS1-1, KS1-2, KS1-3, KS1-4
Cycle A Summer 1	Transport / Singing	Use voice and movement to represent journeys and machines.	Sing songs and chants; control voice; perform together and respond to musical cues.	KS1-1, KS1-2, KS1-3
Cycle A Summer 2	Big band / Pitch	Play together, start and stop, explore high and low sounds.	Perform with voices and instruments; create short pitch patterns; use simple notation.	KS1-1, KS1-2, KS1-3, KS1-4
Cycle B Autumn 1	Exploring sound / Dynamics	Explore loud, quiet and changing sound safely and purposefully.	Control dynamics with voice and instruments; listen and describe changes.	KS1-1, KS1-2, KS1-3
Cycle B Autumn 2	Celebration music / Sound patterns	Copy and invent short patterns using body percussion and instruments.	Create, remember and perform rhythmic sound patterns; listen and respond.	KS1-1, KS1-2, KS1-3, KS1-4
Cycle B Spring 1	Music and movement / Call and response	Copy sound and movement phrases and wait for a turn.	Sing and play call-and-response patterns; perform as a group.	KS1-1, KS1-2, KS1-3
Cycle B Spring 2	Musical stories / Musical symbols	Use pictures and marks to show sounds and sequence a story.	Use and respond to simple graphic notation; select sounds for a purpose.	KS1-1, KS1-2, KS1-3, KS1-4
Cycle B Summer 1	Transport / Contrasting dynamics	Respond to contrasting loud and quiet sections through movement and sound.	Control and combine contrasting dynamics in performance and composition.	KS1-1, KS1-2, KS1-3, KS1-4
Cycle B Summer 2	Big band / Structure	Recognise repeated sections and perform a simple beginning, middle and end.	Recognise, create and perform simple musical structures and evaluate a performance.	KS1-1, KS1-2, KS1-3, KS1-4

Robins mixed-age teaching expectations

- A shared musical stimulus may be used, but Reception pupils are not expected to complete the Year 1/2 written or technical outcome.
- Reception develops confidence through listening, movement, singing, sound exploration, simple pattern and supported performance.
- Year 1/2 pupils work towards statutory KS1 outcomes, including expressive voice use, instrument playing, listening, experimentation, composition and performance.
- Challenge for more experienced pupils comes through improved control, accurate vocabulary, memory, leadership, evaluation and independence.

Wrens: Year 3 and Year 4

Unit-by-unit curriculum links

Cycle / term	Kapow unit	Core knowledge and outcome	NC links
A Aut 1	Instrumental lessons - South Africa	Create and control sound on a tuned instrument; listen to and perform music from a distinct tradition; develop ensemble skills.	KS2-1, KS2-2, KS2-4, KS2-5, KS2-6
A Aut 2	Developing singing technique (Vikings)	Sing with increasing accuracy, fluency, control and expression; perform in unison and parts.	KS2-1, KS2-2, KS2-4, KS2-6

Cycle / term	Kapow unit	Core knowledge and outcome	NC links
A Spr 1	Instrumental lessons - Caribbean	Develop instrumental technique, pulse, rhythm and ensemble performance in a Caribbean context.	KS2-1, KS2-2, KS2-4, KS2-5, KS2-6
A Spr 2	Body and tuned percussion (Rainforests)	Create layered rhythms and textures using body and tuned percussion; rehearse and perform.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-6
A Sum 1	Jazz	Listen to jazz; improvise rhythm and melody; perform collaboratively.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-6
A Sum 2	Adapting and transposing motifs (Romans)	Compose, adapt and transpose motifs; record ideas using appropriate notation.	KS2-1, KS2-2, KS2-3, KS2-5, KS2-6
B Aut 1	Composition in response to animation (Mountains)	Create and organise musical ideas to match visual action and mood; evaluate impact.	KS2-1, KS2-2, KS2-3, KS2-6
B Aut 2	Rock and Roll	Listen, sing and play in a rock-and-roll style; identify stylistic features and perform together.	KS2-1, KS2-2, KS2-4, KS2-6
B Spr 1	Ballads	Listen to, sing and compose narrative songs; shape melody, lyrics and structure.	KS2-1, KS2-2, KS2-3, KS2-6
B Spr 2	Haiku, music and performance (Hanami)	Compose and perform music linked to poetry; combine voice, instruments and structure.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-6
B Sum 1	Changes in pitch, tempo and dynamics (Rivers)	Control and combine pitch, tempo and dynamics to represent a journey.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-6
B Sum 2	Samba and carnival sounds and instruments	Listen to, rehearse and perform layered rhythms as an ensemble; understand cultural context.	KS2-1, KS2-2, KS2-4, KS2-6

Wrens mixed-age adaptation

- Use the same unit and musical goal for the class. Adapt instrument part, notation, phrase length, tempo and independence rather than teaching unrelated content.
- Less experienced pupils may use a reduced note set, visual cues, echo practice and teacher-led rehearsal.
- More experienced pupils should sustain parts independently, maintain pulse against contrasting parts, refine technique, justify musical choices and lead rehearsal where appropriate.

Owls: Year 5 and Year 6

Unit-by-unit curriculum links

Cycle / term	Kapow unit	Core knowledge and outcome	NC links
A Aut 1	Film music	Listen critically to film music; identify how dimensions create mood; compose and evaluate a soundtrack.	KS2-1, KS2-2, KS2-3, KS2-6
A Aut 2	Composition notation (Ancient Egypt)	Compose, record and perform musical ideas using increasingly accurate notation.	KS2-1, KS2-2, KS2-3, KS2-5, KS2-6
A Spr 1	Musical theatre	Combine singing, acting and movement; perform with expression and ensemble awareness.	KS2-1, KS2-2, KS2-4, KS2-6
A Spr 2	Theme and variations (Pop Art)	Recognise and create variations by manipulating musical dimensions; notate and perform.	KS2-1, KS2-2, KS2-3, KS2-5, KS2-6
A Sum 1	Songs of World War 2	Study historical repertoire; sing with expression, accuracy and awareness of context.	KS2-1, KS2-2, KS2-4, KS2-6
A Sum 2	Composing and performing a Leavers' song	Write, compose, rehearse, refine, perform and evaluate an original song.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-5, KS2-6
B Aut 1	Looping and remixing	Use technology and musical structure to create, layer and refine loops and remixes.	KS2-1, KS2-2, KS2-3, KS2-5, KS2-6
B Aut 2	Blues	Listen to blues; improvise and perform within a stylistic structure; understand context.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-6
B Spr 1	Dynamics, pitch and texture (Fingal's Cave)	Listen analytically to orchestral music; compose and perform using dynamics, pitch and texture.	KS2-1, KS2-2, KS2-3, KS2-6
B Spr 2	Composition to represent the festival of colour (Holi)	Create, organise, notate and evaluate music inspired by a cultural celebration.	KS2-1, KS2-2, KS2-3, KS2-5, KS2-6
B Sum 1	South and West Africa	Listen to, sing, play, improvise and perform music from South and West African traditions.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-6
B Sum 2	Composing and performing a Leavers' song	Write, compose, rehearse, refine, perform and evaluate an original song.	KS2-1, KS2-2, KS2-3, KS2-4, KS2-5, KS2-6

Owls mixed-age adaptation

- All pupils encounter the same musical style, vocabulary and compositional brief, with parts adjusted for technical confidence.
- Scaffolds may include reduced note sets, modelled phrases, annotated notation, repeated listening and structured rehearsal.
- Greater depth is demonstrated through independent notation, secure ensemble awareness, refined technique, stylistic accuracy, thoughtful evaluation and the ability to explain and improve musical choices.
- Year 6 pupils should be able to read and play a short notated phrase, identifying pitch and duration with increasing confidence, in line with Model Music Curriculum expectations.

National Curriculum Coverage Matrix

Full statutory coverage across each two-year mixed-age cycle

Code	Statutory KS1 statement	Evidence across Robins Cycle A and B
KS1-1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Every KS1 unit includes singing, vocal exploration or performance; particularly Keeping the pulse, Tempo, Pitch, Singing, Dynamics, Call and response and Structure.
KS1-2	Play tuned and untuned instruments musically.	Instruments, Musical storytelling, Musical me, Sound patterns, Musical symbols, contrasting dynamics and class performance tasks.
KS1-3	Listen with concentration and understanding to a range of high-quality live and recorded music.	Embedded in every Kapow unit through listening, comparison, evaluation and exposure to varied styles and traditions.
KS1-4	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Musical storytelling, Musical me, Sound patterns, Musical symbols, contrasting dynamics and Structure, with improvising and composing across both cycles.

Code	Statutory KS2 statement	Evidence across Wrens and Owls
KS2-1	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Instrumental units, singing technique, jazz, samba, rock and roll, musical theatre, blues, world music and Leavers' song.
KS2-2	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Animation composition, motifs, ballads, film music, theme and variations, Holi, looping/remixing and Leavers' song.
KS2-3	Listen with attention to detail and recall sounds with increasing aural memory.	Embedded across all units through repeated listening, copying, rehearsal, improvisation and performance from memory.
KS2-4	Use and understand staff and other musical notations.	Instrumental lessons, composition notation, motifs, theme and variations, classroom notation and performance activities across both phases.
KS2-5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	South Africa, Caribbean, jazz, rock and roll, samba, blues, South and West Africa, Fingal's Cave, film, musical theatre and historical songs.
KS2-6	Develop an understanding of the history of music.	Historical and cultural context is taught through listening and evaluating across all style-based units, including rock and roll, jazz, blues, World War 2, samba and African traditions.

Coverage judgement

The complete Kapow mixed-age sequence provides full coverage of the statutory Music programmes of study. Coverage is judged across the two-year cycle in Robins, Wrens and Owls, not within one individual academic year. The repeated strands and inter-related dimensions create a spiral curriculum in which pupils revisit core knowledge and practical techniques with increasing control and independence.

Implementation, Assessment and Monitoring

Cavendish expectations

The Cavendish 5 in Music

Non-negotiable	What this looks like in Music
Retrieval	Recall vocabulary, listening examples, rhythmic patterns, notation, instrumental technique or prior compositions.
I Do, We Do, You Do	Model vocal or instrumental technique; rehearse together; then move pupils towards independent performance or composition.
Purposeful practice	Repeat short sections deliberately, isolate difficulties, slow the tempo and then recombine the piece.
High-quality questioning	Ask pupils to identify, compare, predict, justify, evaluate and explain the effect of musical choices.
Feedback	Give immediate practical feedback on pulse, pitch, rhythm, technique, ensemble balance, expression and compositional impact.

Assessment

- Use Kapow assessment guidance, key questions and end-of-unit outcomes.
- Assessment should draw on listening responses, rehearsal, singing, instrumental control, composition, notation, performance and pupil evaluation.
- Capture concise evidence through photographs, video or audio, notation, compositions, teacher observation and pupil explanation. Avoid excessive written recording.
- Assess musical knowledge and control over time, not simply confidence or willingness to perform.
- Use assessment to identify gaps in pulse, pitch, rhythm, notation, listening or technique before the next linked unit.

Inclusion

- Maintain the musical intent while adapting instrument, part, note range, tempo, notation and group role.
- Use visual pulse cues, colour-coded notes, enlarged notation, repeated listening, echo practice and peer modelling where helpful.
- Provide adapted or accessible instruments and alternative ways to demonstrate musical understanding.
- Ensure pupils with SEND and disadvantaged pupils participate fully in singing, instrumental work, performances and enrichment.

Subject leadership and monitoring

- Check that the correct cycle and complete Kapow unit are taught in order.
- Monitor all five strands and the inter-related dimensions, rather than focusing only on singing or performance.
- Use pupil voice to test vocabulary, listening recall, musical reasoning and understanding of prior learning.
- Sample practical outcomes across groups through observation, recordings, notation and composition evidence.
- Audit tuned and untuned instruments termly and identify resource needs before each unit.
- Track instrumental tuition and enrichment so participation and equity can be evaluated, while keeping curriculum entitlement distinct.