



## Music

### Subject Intent

Our music curriculum aims to foster a love of music, develop creativity, and provide all pupils with the tools to express themselves musically. We believe that music enriches the lives of children by encouraging self-confidence, teamwork, and emotional expression. Through a diverse and engaging program, we provide pupils with a solid foundation in musical knowledge and skills, ensuring they can develop their musical abilities, appreciate different genres, and build a lifelong enjoyment of music. The curriculum encourages children to perform, compose, listen, and appreciate music in a supportive, inclusive, and fun environment.

### Aims for Music

The aims of the music curriculum are to:

1. Develop musical skills: Equip children with the fundamental musical skills in singing, playing instruments, listening, and composing.
2. Encourage creativity: Provide opportunities for children to explore their creativity through composition, improvisation, and performance.
3. Foster an appreciation of music: Introduce pupils to a wide variety of musical genres, artists, and cultural traditions.
4. Promote confidence and collaboration: Encourage children to perform both individually and as part of a group, building teamwork, listening skills, and confidence.
5. Support holistic development: Develop skills such as concentration, coordination, memory, and discipline through musical activities.

### Coverage in Key Stage 1

In Key Stage 1, music lessons focus on developing basic musical skills and exploring music through a range of practical activities. Pupils will:

- Singing: Learn to sing simple songs, chants, and rhymes with accurate pitch and rhythm.
- Instruments: Experiment with a variety of percussion instruments and basic pitched instruments to explore sound and rhythm.
- Listening: Begin to listen to and respond to music from different genres and cultures, discussing elements such as dynamics, tempo, and texture.
- Composing: Start composing simple rhythms and melodies using body percussion, instruments, and digital tools.
- Music and movement: Integrate music with movement and dance, learning to express emotions and stories through music.



### Key Learning Objectives in Key Stage 1:

- Understand and use basic musical terminology such as beat, rhythm, pitch, and tempo.
- Perform simple pieces with others, following basic patterns.
- Listen to a variety of music and talk about the feelings and images it evokes.

### Coverage in Key Stage 2

In Key Stage 2, pupils build on their foundational skills and broaden their musical knowledge. The curriculum is designed to deepen children's understanding and allow for more independent musical expression. Pupils will:

- Singing: Continue developing vocal skills with more complex songs and harmonies, participating in group and solo performances.
- Instruments: Learn to play a wider range of instruments, including tuned percussion, ukuleles, and keyboards, and develop basic skills on each.
- Listening and appraising: Study music from a variety of cultures, genres, and historical periods, identifying musical features such as structure, harmony, and timbre.
- Composing and improvising: Compose longer, more complex pieces, experimenting with rhythm, melody, and harmony. Pupils will be encouraged to improvise and use digital tools for composition.
- Performance: Regular opportunities for group performances, fostering collaboration and confidence in public settings.

### Key Learning Objectives in Key Stage 2:

- Develop a deeper understanding of musical notation and basic music theory.
- Improve coordination and control over musical instruments.
- Express thoughts and ideas through more structured compositions.
- Enhance listening skills through critical evaluation of a range of musical works.

### Kapow Music Scheme

We use the Kapow Music Scheme as a core resource to deliver the music curriculum. Kapow provides a comprehensive, progressive framework for teaching music that supports both the National Curriculum requirements and the aims of our school's music vision. Through Kapow, children engage with a wide variety of music, from traditional songs to contemporary compositions, across different genres and cultural backgrounds.

Kapow's interactive and user-friendly tools allow for accessible learning, including music theory, listening activities, and performance techniques. In addition, Kapow enables both teacher-led and child-centred learning experiences, catering to different learning styles and abilities. The scheme's flexibility also allows us to tailor lessons to suit the specific needs of our pupils, ensuring inclusivity and differentiation.



## Teaching and Assessment

Each music session is structured to provide a balance between listening, performing, composing, and appraising, ensuring that children experience all aspects of music in a practical, engaging way.

Assessment in music is ongoing and is primarily conducted through teacher assessments. These assessments are carried out termly, using both formative and summative methods to track progress. Teachers observe and listen to pupils during practical music activities, noting their achievements in areas such as rhythm, pitch, performance, and creativity. In addition, pupils may complete tasks that demonstrate their understanding of musical concepts and reflect on their learning. Teacher assessments help inform future planning and identify areas for further development.

End-of-year assessments and celebrations, including school concerts or performances, provide opportunities for children to showcase their skills and progress.

Music Provision Map - EYFS & KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Exploring sound</b></p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p><b>Celebration music</b></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p><b>Christmas Performance</b></p>	<p><b>Music and movement</b></p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p><b>Musical stories</b></p> <p>Traditional childrens' tales and songs. Pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p><b>Transport</b></p> <p>Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p><b>Big band</b></p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
Year 1	<p><b>Keeping the pulse (Theme: My favourite things)</b></p> <p>Explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p><b>Tempo (Theme: Snail and mouse)</b></p> <p>Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow.</p> <p><b>Christmas Performance</b></p>	<p><b>Dynamics (Theme: Seaside)</b></p> <p>Make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>	<p><b>Sound patterns (Theme: Fairytales)</b></p> <p>Using fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p><b>Pitch (Theme: Superheroes)</b></p> <p>Learn to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p><b>Musical symbols (Theme: Under the sea)</b></p> <p>Combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>

Year 2	<p><b>Call and response (Theme: Animals)</b></p> <p>Use instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p><b>Instruments (Theme: Musical storytelling)</b></p> <p>Learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p> <p><b>Christmas Performance</b></p>	<p><b>Singing (Theme: On this island)</b></p> <p>Learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p><b>Contrasting dynamics (Theme: Space)</b></p> <p>Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p><b>Structure (Theme: Myths and legends)</b></p> <p>Develop an understanding of structure by exploring and ordering rhythms.</p>	<p><b>Pitch (Theme: Musical me)</b></p> <p>Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p>
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### Music Provision Map - KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ballads  Learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	Creating compositions in response to an animation (Theme: Mountains)  Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	Developing singing technique (Theme: the Vikings)  Develop singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	Pentatonic melodies and composition (Theme: Chinese New Year)  Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	Jazz  Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	Traditional instruments and improvisation (Theme: India)  Listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.

		Christmas Performance				
Year 4	Body and tuned percussion (Theme: Rainforests)  A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	Rock and roll  Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.  Christmas Performance	Changes in pitch, tempo and dynamics (Theme: Rivers)  Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Haiku, music and performance (Theme: Hanami festival)  This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	Samba and carnival sounds and instruments (Theme: South America)  Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	Adapting and transposing motifs (Theme: Romans)  Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.
Year 5	Composition notation (Theme: Ancient Egypt)  Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with	Blues  Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of	South and West Africa  Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and	Composition to represent the festival of colour (Theme: Holi festival)  Exploring the associations between music, sounds and colour;	Looping and remixing  Children learn about how dance music is created, focusing particularly on the use of loops.	Musical theatre  Children learn how singing, acting, and dancing combine to create an overall performance.

	notating their compositions, developing their understanding of staff notation.	Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.  Christmas Performance	learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.		
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Year 6	<p><b>Dynamics, pitch and texture (Theme: Coast)</b></p> <p>Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing improvisation and composition skills.</p>	<p><b>Songs of World War 2</b></p> <p>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.</p> <p><b>Christmas Performance</b></p>	<p><b>Film music</b></p> <p>Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film.</p>	<p><b>Theme and variations (Theme: Pop Art)</b></p> <p>Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.</p>	<p><b>Baroque</b></p> <p>Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of</p>	<p><b>Composing and performing a Leavers' song</b></p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</p>
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