

Curriculum Intent

Our children are inquisitive and have a very positive attitude toward school life and life in general. It is our intention to build upon their curiosity and offer our children a curriculum that will broaden their understanding of society, including developing a global outlook.

We aim to provide a challenging curriculum which will inspire our children to learn and achieve success emotionally and academically. It is our aim to inspire our children to be independent, responsible and self-motivated individuals who have high expectations and a passion for learning; so that undeterred by challenge and unfamiliar contexts they can confidently take their place in an ever-changing world.

At Congerstone Primary School, we believe music is a universal language of creativity and expression. Through the Kapow Primary music curriculum, we aim to nurture a lifelong love of music while developing pupils' confidence as musicians. Music at our school is practical, creative, and accessible for all.

The Kapow scheme is designed to give pupils regular opportunities to listen, appraise, perform, compose, and evaluate. We want children to develop imagination, resilience, and creativity through active music-making, while also gaining technical knowledge and skills.

We acknowledge that children arrive at school with a variety of musical experiences and abilities. Our curriculum builds on these, exposing pupils to a wide range of styles, traditions, and genres, including music from diverse cultures and significant composers and musicians.

Our intent is for every child to see themselves as a musician and to have opportunities to discover and share their unique talents.

Aims and Objectives

The objectives of teaching music through Kapow are to enable children to:

- Understand and apply the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, and structure.
- Develop enjoyment and appreciation of music through listening, composing, and performing.
- Express ideas and emotions through music, both individually and collaboratively.
- Experience music from different times, places, and cultures, making connections with today's musical world.
- Strive for artistic and technical growth, gaining a sense of pride and achievement through performance.

Music is taught weekly from EYFS to Year 6 following the Kapow Primary curriculum. Lessons are designed to be engaging, practical, and progressive.

The Kapow scheme follows a **spiral curriculum model**, revisiting key strands of music at increasing levels of challenge as pupils progress through school:

- Listening
- Composing

- Performing
- The Interrelated Dimensions of Music
- History of Music

This ensures children can continually build on prior learning, making secure connections across skills and knowledge.

Teachers use Kapow's structured lesson plans, adapting them to meet the needs of their pupils and to make cross-curricular links where appropriate.

Differentiation is achieved through:

- Open-ended tasks with multiple entry points.
- Progressive challenges within each unit.
- A variety of instruments and resources.
- Targeted support and extension where appropriate.

Music is taught inclusively and actively, enabling all children to participate and enjoy success.

Year 3/4 also have the opportunity to learn a tuned musical instrument delivered by Leicestershire Arts for ½ a year with a specialist music teacher.

Impact

By following the Kapow curriculum, children will:

- Develop as confident performers, composers, and listeners.
- Experience a wide range of musical styles and traditions.
- Understand how music is structured and notated.
- Show creativity, imagination, and resilience through music-making.
- Apply listening and performance skills across the wider curriculum.

Pupils will leave Congerstone with a secure foundation of musical knowledge and skills, an appreciation for diverse styles, and the confidence to continue their musical journey.

Music Curriculum Planning

Long-term planning is mapped across the school to ensure coverage and progression from EYFS to Year 6.

Medium-term planning is provided through Kapow units, which teachers adapt where necessary to suit cohort needs and to connect with wider curriculum topics.

Short-term planning comes from the detailed lesson plans in Kapow, supported by teachers' notes and adaptations.

Foundation Stage

In EYFS, music is embedded within continuous provision and topic-based learning. Children learn through songs, chants, rhymes, and simple instruments. The focus is on exploring sound, rhythm, and movement, in line with the Early Learning Goals. Music supports communication, language, and physical development, while fostering creativity and joy. Units from KAPOW are used to support this outcome.

Key Stage 1

Pupils are taught to:

- Use their voices expressively through songs, chants, and rhymes.
- Play tuned and untuned instruments.
- Listen attentively to a wide range of music.
- Experiment with, create, and combine sounds using the interrelated dimensions of music.

Key Stage 2

Pupils are taught to:

- Sing and play instruments with accuracy, fluency, control, and expression.
- Improvise and compose music for a range of purposes.
- Listen with attention and recall sounds with increasing accuracy.
- Use and understand staff notation and other musical symbols.
- Appreciate a wide repertoire of music from different times, cultures, and traditions.
- Develop an understanding of the history of music.

Sequence of Teaching

Each Kapow unit is designed to progress through a clear sequence:

1. Recap and review
2. Listening and appraising
3. Warm-up and skill development
4. Focus on singing, playing, improvising, or composing
5. Performance and evaluation

Lesson Structure

- Recap/review previous learning
- Listen and appraise
- Warm up (voice or instruments)
- Focus activity (singing, playing, improvising, composing)
- Performance and reflection

Assessment for Learning

Assessment is continuous and formative. Teachers observe, question, and review pupil performance throughout lessons. Kapow's assessment guidance supports teachers in identifying next steps and ensuring progression.

Recordings of performances may be used for self- and peer-assessment. Pupils are encouraged to reflect on their own work and set personal goals.

Key teaching points and questions /comments and observations from pupils are recorded in Music Floor books.

Assessment, Recording and Reporting

- Evidence is collected in class floor books and through recordings.
- Attainment and progress are tracked using the school's assessment system Insight
- Teachers provide feedback during lessons and in reports to parents e.g. effort and attainment
- The subject leader reviews assessment data and monitors progression across the school.

Equal Opportunities

All pupils have equal access to the music curriculum, regardless of background, gender, or ability. Lessons promote diversity and inclusivity, exposing pupils to music from different cultures, eras, and traditions.

Music and Inclusion

We adapt teaching to meet the needs of all pupils, including those with SEND, EAL, and those with musical gifts and talents. Strategies include differentiated tasks, additional support, and opportunities for leadership and independence. These are included within the KAPOW curriculum and teachers should plan using materials where applicable. Pupil Premium children are given the opportunity to learn an instrument through PP funding.

The Contribution of Music to Other Curriculum Areas

- **English:** Singing, rhythm, and discussion support vocabulary, listening, and creative writing.
- **Maths:** Musical patterns and rhythm develop mathematical thinking.
- **PSHE:** Music encourages teamwork, resilience, and self-expression.
- **SMSC:** Pupils encounter music that inspires reflection and appreciation of cultural diversity.
- **ICT:** Pupils use technology to compose, record, and explore music.

Opportunities to Take Part in Live Music and Musical Events

- Peripatetic instrumental lessons (in partnership with the local Music Service).
- Wider Opportunities whole-class instrument projects e.g. ukulele Y3/4 which includes a performance to the school
- Young Voices choir for Y5/6
- Whole-school singing assemblies.
- Performances at Harvest (Y3/4), Christmas (EYFS/Y1/2) and the end of Yr6 production (Y5/6)
- Church visit at Christmas
- JAM and Mrs Mitchell whole school performances (summer term)

Additional Music Teaching

Children have opportunities to learn instruments through peripatetic teachers. Recitals and concerts celebrate pupils' achievements and encourage wider participation in music-making. Music lessons available for children at school cover a wide range of instruments such as drums, the piano, keyboard, flute, clarinet and guitar.

Resources

A trolley with percussion instruments is stored in Pine Room. Staff should collect resources needed for a session and return after the lesson.

15 x glockenspiels are stored in the cupboard in Beech Hut in cases

A set of African drums is stored in the cupboard in Beech Hut.

Links to other policies

Teaching and Learning Policy

Curriculum Policy

Equality policy

SEND policy