



Music at PSJ

"Life is a song—sing it and If you can walk you can dance and if you can talk you can sing"

Our School Drivers: Christianity, Community, Aspirations & Resilience

Intent- why do we teach this?

At PSJ, our music curriculum is built upon a core belief: **to help every child feel musical and develop a life-long love of music**. We use the Kapow scheme to help teachers plan and deliver a quality music offer. Our music curriculum is implemented using the comprehensive Kapow Primary scheme of work, ensuring a high-quality, progressive, and engaging learning experience for all pupils

There are 4 core focused areas that help shape and determine our music offer, these are:

Holistic Development: To develop the skills, knowledge, and understanding children need to become confident performers, composers, and listeners.

Cultural Appreciation: To introduce children to music from around the world and across generations, fostering respect and appreciation for all musical traditions and communities.

Musical Skills: To ensure progression in the core musical skills of singing, playing tuned and untuned instruments, improvising, composing, and listening and responding to music.

Transferable Skills: To use music as a vehicle for developing crucial transferable skills, such as team-working, leadership, creative thinking, and performance skills.

Implementation- What do we teach? What does this look like?

Scheme of Work: In EYFS, we use the [Lancashire Key Learning in EYFS document](#) to deliver Expressive Arts, specifically being imaginative and expressive aspect. We follow the Kapow Primary Music scheme from Year 1 to Year 6, which takes a holistic approach by weaving together the five core strands: **Performing,**

Listening, Composing, The history of music, and The inter-related dimensions of music.

Curriculum Model: The scheme uses a spiral curriculum model, meaning previous skills and knowledge are returned to and built upon in increasing complexity as children progress through the school.

Lesson Structure: Music is taught through weekly, dedicated lessons following the Kapow's five-lesson unit structure, often linking to a cross-curricular topic. Teachers utilise the scheme's subject knowledge videos and resources to ensure high-quality delivery.

Skill Focus: Children are taught to sing fluently and expressively, play instruments accurately and with control, and to recognise and name the interrelated dimensions of music (pitch, duration, tempo, timbre, structure, texture, and dynamics).

Opportunities: We provide opportunities for regular weekly whole-school singing, assemblies, and school performances to develop confidence and celebrate musical achievement. We work alongside the Local Authority Music Service and we are able to offer pupils the opportunities to learn to play an instrument of choice, such as: clarinet, flute, keyboards to name a few.

As a mixed class school, we will adopt a Cycle A and B approach, therefore it will look like this:

Cycle A	Reception	Y1	Y3	Y5
Cycle B	Reception	Y2	Y4	Y6

Impact- what will this look like?

The impact of our music curriculum is assessed through both formative and summative opportunities within the Kapow scheme and is evidenced by pupils' musical growth and enthusiasm.

The expected impact is that children will:

- **Confident Musicians:** Be confident performers, composers, and listeners who can express themselves musically both in and beyond school.
- **Broad Appreciation:** Show an appreciation and respect for a wide range of musical styles and understand how music is influenced by cultural, social, and historical contexts.
- **Musical Literacy:** Understand and use the various ways music can be written down to support their performing and composing activities.
- **Meet Expectations:** Meet the end of key stage expectations outlined in the National Curriculum for Music.
- **Life-Long Engagement:** Articulate an enthusiasm for music and be equipped with the skills to enjoy and appreciate music throughout their lives.

Pupil's work is marked in line with our Marking and Feedback Policy found [here](#). At the end of each unit, pupils complete an end of unit assessment. These are used, alongside scrutiny of pupils' weekly work, to make a summative assessment for each pupil which is recorded on a termly basis. Teachers address any misconceptions and gaps in learning.

Cross-curricular Links

Music units are frequently built around **cross-curricular topics**, which naturally link Music with other foundation and core subjects. These links demonstrate how music learning is embedded and enhances the wider curriculum.

Subject Area	Specific Kapow Link/Example	Impact on Learning
History / Geography	Units focusing on music from different historical periods (e.g., WW2 music, Baroque) or different cultures around the world (e.g., African drumming, Indian music).	Pupils gain a deeper understanding of social, cultural, and historical contexts by experiencing the music of that time/place.

English	Using music to inspire creative writing or developing vocabulary through learning and discussing musical terminology (e.g., <i>accelerando, timbre, dynamics</i>).	Enhanced literacy skills and a richer vocabulary across all subjects. Using musical rhythm and rhyme in poetry and drama.
Maths / Science	Exploring pulse, rhythm, and time signatures (fractions, duration) in music notation, or investigating the science of sound (vibrations, pitch).	Reinforcement of concepts like fractions and patterns ; greater scientific understanding of acoustics .
Art and Design	Exploring the link between mood, colour, and sound ; creating graphic scores inspired by visual art; or exploring music from periods linked to art movements.	Developing creative expression and understanding how artistic elements are used to evoke emotion and tell a story.
Physical Education (PE)	Incorporating movement and dance into lessons, responding to music with whole-body actions and developing coordination and control.	Improved coordination, motor skills , and understanding of tempo and rhythm in a practical context.

Specific Assessment Methods

Formative Assessment (Assessment for Learning)

These ongoing methods are typically integrated into Kapow lessons to inform teaching adjustments and track immediate progress:

- Lesson-by-Lesson Teacher Observation
- Targeted Questioning and Discussion
- Self and Peer-Assessment:

Summative Assessment (Assessment of Learning)

These methods provide a snapshot of attainment at the end of a unit or term:

- Unit-End Performance Assessment (specific Evidence: Video/audio recording of small group or whole-class performances).
- Compositional Outcome Review
- Knowledge-Based Quizzes/Assessments
- Whole-School Monitoring and Data Tracking (these methods demonstrate the overall impact of the curriculum over time)
- Learning Walks and Scrutinies
- Pupil Interviews

Role of the subject leader

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.