

Music – Intent, Implement and Impact 2024

Intent

At the heart of our music curriculum at Our Lady and St Rose of Lima Primary is the goal of inspiring our children to feel musical and foster a life-long love of music. We achieve this through a carefully designed scheme of work from Kapow. This program focuses on nurturing the skills, knowledge, and understanding necessary for children to become confident performers, composers, and listeners.

Our curriculum introduces students to music from diverse cultures and historical periods, teaching them to respect and appreciate the music of various traditions and communities. Through this approach, our students develop essential musical skills, including singing, playing both tuned and untuned instruments, improvising, composing, and actively listening to and responding to music. They also gain insights into the historical and cultural contexts of the music they encounter and learn how to notate music.

Furthermore, our music curriculum helps children develop valuable transferable skills such as teamwork, leadership, creative thinking, problem-solving, decision-making, and presentation and performance abilities. These skills are crucial for their overall development as learners and are applicable in various aspects of their lives beyond school.

This comprehensive Music scheme of work ensures that pupils meet the end-of-key-stage attainment targets outlined in the National Curriculum, with aims that align seamlessly with the National Educational Standards.

In addition to our comprehensive music curriculum, we aim to enhance our pupils' love of music by offering co-curricular musical experiences. We achieve this through our Choir and Ukulele after-school clubs, and by continuing to develop Year 4 pupils' ukulele skills into Years 5 and 6.

Implement

At Our Lady and St Rose of Lima Primary School, we follow the Kapow Music scheme to teach our children. This scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned and built upon which follows the same approach as the Knowledge Based Curriculum scheme we use for other foundation subjects. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

In each lesson, pupils will actively participate in musical activities drawn from a range of teaching strategies and their understanding of how music works. Lessons incorporate teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Differentiated guidance allows teachers to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are made when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

At our school, Music is taught intensively in a dedicated week-long block once per term, a method we also apply to other foundation subjects. This approach enhances children's knowledge retention, as they engage deeply with the material over a concentrated period. To support ongoing retention, every class participates in weekly retrieval quizzes that include Music questions, encouraging pupils to utilize their prior knowledge and recall skills. Additionally, every fortnight, all classes have a retrieval practice session, providing further opportunities to revisit and consolidate their learning across various subjects, including Music. This methodical reinforcement helps pupils deepen their understanding over time. To manage resources effectively and ensure thorough monitoring, Music lessons are scheduled differently for each class, preventing the simultaneous use of Music equipment and facilitating focused instructional time.

Please see below an overview of our Music curriculum and how the units have been sequenced over the year. This document also highlights the knowledge that the children will learn in each unit so that you can see a progression across the year groups:

	Unit 1	Unit 2	Unit 3
Nursery	Nursery rhymes		
Reception	Music and Movement	Musical Stories	Big Band
Knowledge	To know that the beat is the steady pulse of a song. To recognise music that is 'fast' or 'slow.' To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.	To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.	To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instrument being played at a time. To understand that performing means playing a finished piece of music for an audience.
Year 1	Pulse and Rhythm	Timbre and Rhythmic Pattern	Pitch and Tempo
Knowledge	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, eg a versed and a chorus.	To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately
Year 2	Musical Me	West African Call and Response Song	On the Island: British Songs and Sounds
Knowledge	To understand that 'melody' means a tune. To know that 'notation' means writing music down so that someone else can play it. To understand that 'accompaniment' can mean playing instruments along with a song.	To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To understand that structure means the organisation of	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that 'duration' means how long a note, phrase or whole piece of music lasts.

	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	sounds within music, eg a chorus and verse pattern in a song. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal noise based on its timbre.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.
Year 3	Creating Compositions in Response to Animation	Pentatonic Melodies and Composition	Jazz
Knowledge	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble.	To know that the word 'crescendo' means a sound getting gradually louder. To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of an instrument playing.
Year 4	Ukulele		
	<p>To know how to use your thumb to play strings on the ukulele.</p> <p>To learn each string's note and play simple compositions to build confidence on the instrument.</p> <p>To be introduced to singing while playing the ukulele.</p> <p>To participate in group singing, including singing in canon.</p> <p>To begin creating simple compositions using open strings.</p> <p>To begin learning how to read music, including understanding crotchets and semiquavers.</p> <p>To develop ukulele playing skills by using the flying thumb style.</p> <p>To start fretting with the non-strumming hand.</p> <p>To compose more complex pieces as a class.</p> <p>To enhance performance skills in both playing and singing, culminating in a performance for parents.</p>		

	<p>To play more complex pieces on the ukulele, utilizing chords and chord changes.</p> <p>To play at a faster tempo while coordinating chord changes and singing simultaneously.</p> <p>To build confidence in reading music and understanding rhythms.</p> <p>To prepare for another concert for parents, showcasing singing and playing skills.</p>		
Year 5	Blues	South and West Africa	Composition for the Festival of Colour
Knowledge	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>
Year 6	Advanced Rhythms	Theme and Variations (Pop Art)	Composing and Performing a Leaver's Song
Knowledge	<p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece</p>	<p>To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are</p>

	and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	represented in music by Roman numerals. To understand that all types of music notation show note duration.
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As well as our music curriculum, we offer a variety of co-curricular music sessions to enrich our pupils' musical education. In Year 4, pupils have the opportunity to learn the ukulele through weekly hour-long lessons provided by an outside agency, Services for Education, which offers a specialised program distinct from the school's regular music curriculum. This foundational instruction is available for free to parents, with costs jointly covered by the school and Services for Education. In Year 5, pupils can continue their ukulele education with 45-minute after-school sessions conducted by the same ukulele teacher, also at no charge to the parents. This program extends into Year 6, with pupils receiving half-hour sessions to further refine their skills.

Additionally, we have a vibrant school choir and sign language group, both of which meet weekly for 45 minutes after school. These groups, along with the ukulele ensembles, perform for parents at the end of each term and have the prestigious opportunity to showcase their talents at the Symphony Hall Youth Proms in the summer. Our choir also collaborates with local schools, including participating in Advent and Lent performances organised by our local secondary school.

We are committed to fostering a musical environment beyond the classroom and are currently working to provide parents with contact information for outside agencies that offer instrumental and vocal lessons. This support aims to encourage and facilitate our pupils' musical pursuits outside of school hours.

Furthermore, our school provides a rich array of musical experiences designed to broaden our pupils' horizons and foster a lifelong appreciation for music. As previously mentioned, our Choir performs at prestigious events such as the Symphony Hall Youth Proms and participates in Advent and Lent performances at our local secondary school. They also collaborate termly with our ukulele groups to perform for parents, showcasing their hard work and talent.

We strive to offer unique musical experiences that pupils might not otherwise encounter. Each year, we host an African Drumming Workshop for every year group. During these sessions, a music teacher from an outside agency introduces the children to African drumming, providing an eye-opening and enjoyable experience. This workshop is particularly relevant for Year 2 and Year 5, as it ties in with their curriculum topics on African music.

In addition to these special events, the entire school comes together weekly for Hymn Practice. Led by the headteacher on guitar, we sing both familiar and new hymns to prepare for our fortnightly Masses. This communal singing helps to build a strong sense of community and spiritual connection among pupils and staff.

During the Christmas season, our Early Years and Year 1 pupils collaborate to present a Nativity performance, singing carols and hymns they have practiced for weeks. Similarly, Year 2 and KS2 pupils join forces to deliver a Carol Service for parents and parishioners at our local church, with rehearsals and singing leading up to the event.

At the end of the academic year, our Year 6 pupils put on a memorable leavers' assembly. They perform an original song created through their final curriculum unit, as well as various songs from the performance pack. This event is a highlight of the year, celebrating their musical journey and achievements.

Overall, we are a very musical school, deeply committed to encouraging our pupils to sing and perform confidently at every opportunity.

Impact

Our pupils know and retain more thanks to our excellent music curriculum. At Our Lady & St Rose of Lima, students develop a deeper understanding of music as they progress through the school, supported by intensive revision processes and the use of both formative and summative assessments.

The skills and knowledge we aim for pupils to acquire are interconnected through the topics they study from one year to the next. For example, in Year 2, students are introduced to notation, which is revisited in subsequent years to prepare them for composing and performing a leavers' song at the end of Year 6. Mastering this skill allows them to create and perform their own pieces of music, a valuable life skill. As they advance through the school, all taught material is revisited and enhanced, enabling them to become competent musicians by the end of their primary education.

Our pupils can articulate what they have learned, name musicians they have researched and drawn inspiration from, and demonstrate the skills they have acquired through our teaching, planning, and assessment. This is evident from "pupil voice" questionnaires, lesson observations, and quiz results collected throughout the year.

When pupils are given the chance to express themselves musically, it is clear that our curriculum is effective, particularly for our disadvantaged pupils. We observe a high standard of learning and behaviour, which helps students think abstractly and solve problems as they grow older, improving their communication skills. Evidence of pupil learning informs curriculum development and adaptation, allowing teachers to review and reinforce ideas and skills as needed, providing structure for those who require it.

It is evident that pupils are acquiring musical habits and skills through their engagement with other subjects, which supports the development of an effective and enriching music curriculum.