



Curriculum Rationale – Music

Music at Holy Name Catholic Primary School

At Holy Name Catholic Primary School, we believe that every child is musical and that all pupils, regardless of background, need or ability, should have the opportunity to develop confidence, creativity and enjoyment through music. Music is a powerful universal language that enables children to express themselves, develop cultural understanding and build skills that support learning across the curriculum and beyond school.

Our music curriculum is designed to ensure that pupils recognise themselves as musicians, develop a lifelong love of music and gain the knowledge, skills and understanding needed to become confident performers, composers and listeners. We want our children to leave Holy Name with high aspirations, strong musical foundations and memorable musical experiences that shape their future learning and personal development.

Curriculum Intent

The intent of our music curriculum is underpinned by the Kapow Primary Music Scheme, which provides a carefully structured, knowledge-rich and inclusive curriculum from EYFS to Year 6.

Through music, we aim to:

- Develop pupils' musical knowledge, understanding and skills progressively over time.
- Nurture creativity, confidence and self-expression through singing, playing, composing and performing.
- Foster curiosity and appreciation for music from a wide range of cultures, traditions and historical periods.
- Support pupils' spiritual, moral, social and cultural development, linking thoughtfully to British Values and our Catholic ethos.



The Kapow Primary Music curriculum introduces pupils to music from across the world, encouraging respect, tolerance and cultural awareness. Pupils explore how music communicates meaning and emotion while developing transferable skills including teamwork, leadership, problem-solving, critical thinking, oracy and performance skills, all of which support success across school life and beyond.

The curriculum fully meets:

- The National Curriculum for Music (2014)
- The principles of the Ofsted Research Review: Music
- The ambitions of the Model Music Curriculum (2021)

Curriculum Implementation

Curriculum Structure

At Holy Name, music is taught using the Kapow Primary Music Scheme, which is designed to be delivered for one hour per week. The curriculum follows a spiral structure, ensuring that key concepts and skills are revisited, reinforced and developed with increasing depth as pupils progress through school.

Music learning is carefully sequenced across five key strands:

1. Listening and Evaluating
2. Creating Sound
3. Notation
4. Improvising and Composing
5. Performing – Singing and Playing

These strands run consistently from EYFS to Year 6, ensuring coherent progression and balanced coverage of both substantive musical knowledge and disciplinary musical skills.

EYFS to KS2 Progression

In EYFS, music supports the Expressive Arts and Design area of learning, allowing children to explore sound, rhythm, movement and musical expression through play, exploration and creativity. This establishes strong foundations in pulse, rhythm, pitch and dynamics, preparing pupils for a smooth transition into KS1.



As pupils move through KS1 and KS2, musical learning becomes increasingly structured. Pupils develop secure knowledge of musical vocabulary, notation and techniques while applying these skills through listening, composing and performing. The progression of skills and knowledge is clearly mapped to ensure continuity and avoid cognitive overload.

Pedagogical Approach

Each Kapow Primary music lesson follows a consistent and effective structure:

- Recap and recall to activate prior learning and strengthen long-term memory
- An engaging introduction to spark curiosity
- Main learning activities, combining teacher modelling, guided practice and independent or collaborative work
- A reflective plenary, allowing pupils to consolidate learning and evaluate progress

Learning is supported through:

- Practical exploration and performance
- Critical listening and discussion
- Clear modelling and step-by-step guidance
- High-quality audio, visual and interactive resources

Adaptive Teaching and Inclusion

The Kapow Primary Music Scheme is fully inclusive and adaptable. Every lesson includes adaptive teaching guidance to support all learners, including pupils with SEND and those working at greater depth. Strategies include:

- Scaffolding and flexible task design
- Multi-sensory learning approaches
- Clear structure and reduced cognitive load
- Opportunities for collaboration and independent learning

This ensures high expectations and meaningful access for all pupils.



Curriculum Impact

We measure the impact of our music curriculum through a combination of formative and summative assessment, alongside pupil voice and performance outcomes.

Assessment

Formative assessment is embedded throughout lessons through:

- Questioning and discussion
- Observation of musical skills and participation
- Recap and recall activities
- Self-assessment and reflection against success criteria

Summative assessment takes place at the end of each unit through assessment quizzes, which check pupils' understanding and retention of key knowledge and skills. Teachers record assessment information using Kapow's assessment tools to track progress over time.

Monitoring and Evaluation

Music is monitored regularly through:

- Lesson observations and learning walks
- Scrutiny of pupil work and recordings of performances
- Pupil and staff voice
- Review of curriculum coverage and progression

This ensures that the curriculum remains coherent, consistent and impactful, and that teaching and learning continue to improve.

Impact on Pupils

As a result of our music curriculum, pupils:

- Develop increasing musical fluency, confidence and technical accuracy
- Use musical vocabulary accurately when listening, performing and evaluating
- Show respect and curiosity for a wide range of musical styles and traditions
- Perform with growing confidence individually and collaboratively
- Retain and apply musical knowledge over time

Above all, pupils leave Holy Name with a sense of achievement and enjoyment in music, prepared for further learning and enriched life experiences.



Music Programmes of Study: Key Stages 1 and 2

National Curriculum in England

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment Target

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Subject Content – Key Stage 1

Pupils should be taught to

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Subject Content – Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.