



**DARWEN
ST JAMES**

Music



**Nurturing ambition
through a living faith
in phonics at Darwen
St James' is...**



Nurture

We nurture music through weekly songs in our worship time. Each week the songs are linked to God's Big Question that the children themselves came up with. Here the children get the opportunity to worship God through song. All classes now follow the new scheme of work for music called Kapow. The Kapow Music Curriculum provides teachers with a clear sequence of musical activities to use in the primary classroom. With fabulous songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.

Ambition

In school we have a singing club that attend many events during the school year. The children perform songs for Harvest at the school church in front of the school, parents and congregation. The children plan what songs they would like to perform at the Nativity performances. The children, alongside the music teachers discuss any events that come throughout the school year and these are added to the yearly plan. The whole school participate in musical events through the school year. Nursery and Key Stage One children perform nativities for school and parents, Year Three and Four perform the Easter Story at church for the school, parents and congregation and Year Three to Year Six perform a Carol Service. Year 6 have their special leavers service where they perform and sing to their parents at the end of each academic year.

Faith

We have chosen 5 whole school values to live through our actions and deeds. These values are Perseverance, Courage, Hope, Love and Friendship. Through whole class worship and whole school worship, the songs chosen reflect these values and teach our children to live by them.

Citizens

Through the many events that our children attend within the community, we aim for our children to be responsible citizens of tomorrow and be involved with the community both inside and outside of school.



Curriculum Intent, Implementation & Impact Statement



Intent

To provide a rich, varied and purposeful Music curriculum which has its roots based on our school values of **Hope, Courage, Love, Perseverance and Friendship**, our Vision and Mission statements and underpinned by our Christian faith.

- To deliver an ambitious, aspirational Music curriculum which is well planned, child led and the meets the needs of all our pupils
- To provide an engaging Music curriculum which is planned following the Kapow scheme of work, allowing children to build on previous learning and securing firm foundations for a possibly future in the music industry
- To promote a Growth Mindset in all of our learners, focusing on their musical abilities
- To give purpose and meaning to their Music education
- To promote a sense of community for the children, parents, Church and the wider community through conducting performances at nativities, nursing homes, competitions, performances from the Wider Opportunities programme and services conducted at Church
- To develop children's musical abilities and encourage them to aspire to become musicians

Implementation

At our school, music is delivered through the **Kapow Primary** music scheme of work, which ensures full coverage of the National Curriculum and aligns with the Model Music Curriculum (MMC). Learning is structured around a **spiral curriculum model**, where fundamental musical skills, knowledge, and concepts are systematically revisited, reinforced, and built upon year-on-year. This approach enables pupils to tackle increasingly complex tasks with growing confidence, accuracy, and depth of understanding.

The Five Interwoven Strands

Music lessons take a holistic, practical approach where five core strands are seamlessly interwoven into every unit of work:

- **Performing:** Singing fluently and expressively, and playing tuned and untuned percussion instruments with accuracy and control.
- **Listening:** Exploring, responding to, and analyzing a diverse selection of music across different genres, historical periods, and global cultures.
- **Composing:** Creating, improvising, and organizing sounds to compose original pieces of music.
- **The Inter-related Dimensions of Music:** Developing an active understanding of key musical elements—*pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, and notation*.
- **The History of Music:** Understanding the origin, cultural context, and evolution of different musical traditions and historical eras.

Lesson Delivery & Pedagogy

- **Structured Lesson Architecture:** Each Kapow lesson follows a clear pedagogical structure—beginning with **Recap and Recall** to activate prior knowledge, followed by an engaging **Hook/Attention Grabber**, a practical **Main Event** (incorporating teacher modeling, paired work, and group performance), and a **Reflection/Plenary**.
- **Practical & Interactive Engagement:** Lessons prioritize active music-making, combining movement, rhythm games, vocal work, instrumental play, and graphic/staff notation.
- **Adaptive Teaching & Inclusion:** Kapow's embedded adaptive scaffolding ensures all pupils, including those with SEND and EAL, can fully access the curriculum. Tasks are visually and practically scaffolded to reduce cognitive load while offering stretch opportunities for advanced learners.

Wider School Music Provision & Progression

- **Singing Assemblies:** Weekly dedicated singing worship/assemblies build collective vocal technique, harmony, performance confidence, and celebration of diverse song repertoires.
- **Cross-Curricular Connections:** Music is actively integrated across the wider curriculum to support memory recall, cultural awareness, and creative storytelling.
- **Performance Opportunities:** Children share their musical learning through seasonal productions, church services, local community events, and end-of-unit classroom performances.

Impact

The impact of our music curriculum is demonstrated through pupils who are confident, reflective, and creative musicians, equipped with the knowledge, skills, and vocabulary needed for their next stage of learning. Progress is evaluated through a combination of formative in-lesson assessment, practical performance evaluation, and the structured assessment frameworks provided within the Kapow Primary scheme.

Because our curriculum follows Kapow's spiral model, impact is seen as children revisit key musical components—*performing, listening, composing, the inter-related dimensions of music, and music history*—demonstrating increasing depth, accuracy, and musical independence over time. If children are securely achieving the knowledge, skills, and technical vocabulary set out in each unit's progression framework, they are deemed to be making good or better progress.

Methods of Measuring Impact The impact of our Music curriculum is systematically monitored and evaluated using the following methods:

- **Kapow Assessment Frameworks & Rubrics:** Using the end-of-unit assessment grids, skills catch-up tools, and knowledge checks embedded within the Kapow scheme to track individual and cohort progress against National Curriculum standards.
- **Pupil Voice & Musical Discussions:** Interviewing pupils about their learning, musical choices, and understanding of key terminology (pupil voice).
- **Photo & Video Evidence:** Capturing practical performance, composition work, and rehearsal processes, allowing pupils to self-evaluate and teachers to track practical progress over time.
- **Annual Reporting & Tracking:** Formal tracking of standards across the curriculum to monitor attainment and inform future planning.
- **Subject Leadership & Governor Monitoring:** Dedicated music leader time used for learning walks, work scrutiny, and collaboration with our subject link governor.

Progress, Inclusion & Christian Values

All children make progress by developing musical knowledge and skills on their journey through school, as demonstrated through teacher assessments and performance outcomes.

Grounded in our school's Christian vision—**"Nurturing Ambition Through a Living Faith"**—we instil the values of perseverance, courage, and a Growth Mindset. In music, pupils are encouraged to step out of their comfort zones, take creative risks, learn from mistakes during the composition process, and perform with confidence.

We ensure an inclusive musical culture where all children, including those with SEND, are fully supported through Kapow's adaptive teaching tools to achieve the best possible outcomes, with progress closely monitored by subject leaders, SENCOs, and Governors.

