



Nurturing **Ambition
Through a Living Faith**

Mission

Nurturing ambition through living faith.

Vision

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Bible

‘Let us not love with words or speech alone but with actions and truth.’

1 John 3:18

Introduction

Music has a power of forming the character and should therefore be introduced into the education of the young. (Aristotle)

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error. (Plato)

Music inspires creativity and imagination. It encourages listening skills, critical thinking and helps children to develop the ability to express personal thoughts and feelings. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

National Curriculum

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 a sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

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 targets

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.

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 inter-related dimensions of music.

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 inter-related 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.

Teaching and Learning

The teaching and learning of music at St James' Primary Academy is exciting and motivating. We encourage children to listen to and critique music from a wide variety of genres and periods in history, allowing all pupils to express their opinions in a safe and friendly environment.

Our school uses the Kapow Scheme of Work which has been created for use in the classroom to support teaching and aid pupils' learning. The Kapow Primary Music scheme is designed to help pupils recognise themselves as musical and to nurture a lifelong love of music. The scheme develops the skills, knowledge, and understanding needed to become confident performers, composers, and listeners. The curriculum introduces pupils to music from across the world, encouraging respect and appreciation for the music of all traditions and communities.

Pupils build musical skills through singing, playing tuned and untuned instruments, improvising, composing and listening and responding to music. They develop an understanding of the historical and cultural context of the music they encounter and learn how music can be notated.

The scheme also supports the development of transferable skills, including teamwork, leadership, creative thinking, problem-solving, decision-making and presentation and performance abilities. These skills are integral to pupils' development as learners and have wide application in their lives beyond school.

SEN and Additional Needs

The Kapow Primary Music scheme of work is designed to be fully adaptable for SEND pupils. Lessons include a range of strategies to support and challenge every pupil, such as:

- Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- Multi-sensory approaches – lessons incorporate different elements to engage all learners.
- Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning. In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Additional Music Teaching

We ensure music runs through many different aspects of school life, not just in the classroom. Singing is taught by way of singing worship held weekly. Pupils are given many opportunities to perform to peers, teachers and parents and families throughout the year which encourages them to work hard and take pride in their talents and achievements.

Assessment for Learning

Children show their musical ability in many different ways. Formative assessment is embedded throughout Kapow Primary Music lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

Questioning – Lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.

Observation – Teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.

Discussion and peer interaction – Pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.

Lesson pauses – Plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.

Retrieval practice – Recap activities, such as short recall tasks and oral explanations, are embedded to reinforce prior knowledge and assess retention.

Use of success criteria – Success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.

Short reflections in the Wrapping up – Lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Role of the Subject Leader

There is one subject leader for music and their role is to ensure that all children are provided with a quality musical education by monitoring the use of the scheme of work and supporting teaching staff and teaching assistants where necessary. It is

also the role of the subject leader to ensure pupils have access to peripatetic music lessons and extra-curricular clubs. They are expected to monitor and maintain resources throughout the school and inform staff of any courses or developments to the music curriculum. Above all, the subject leader should share a passion and enthusiasm for music with pupils throughout the school and be a firm advocate for the subject.

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