Music

Rationale

Intent

At Eastfield Primary Academy, we believe that every child should have the opportunity to experience, enjoy and participate in high-quality music. Our inclusive curriculum develops children as performers, composers and listeners, building their musical knowledge, skills, vocabulary and confidence progressively from Early Years to Year 6.

We use the Kapow Primary Music scheme to support the planning and sequencing of a broad, balanced and spiral curriculum. Children experience music from different periods, traditions, cultures and styles and learn to express their own ideas creatively through listening, singing, playing, improvising, composing and performing.

Music is an enjoyable, active learning experience. Children learn to use their voices confidently, use body percussion, handle and play instruments respectfully, and recognise how music can represent feelings and emotions. They are encouraged to make links between prior and new learning, explain their musical thinking and reflect on how practice, feedback and different strategies improve their work.

Our curriculum reflects Eastfield's curriculum drivers of Pride, Collaboration and Understanding. Children take pride in creating and performing; collaborate as singers, instrumentalists and composers; and deepen their understanding of music from different times, places, traditions and cultures.

The aims of our Music curriculum are to develop children who:

- can sing and use their voices with increasing confidence, accuracy and control;
- create, improvise and compose music independently and with others;
- play tuned and untuned instruments with increasing fluency, accuracy, control and expression;
- listen attentively and use precise musical vocabulary to describe, compare, analyse and evaluate music;
- understand and explore how music is created, produced and communicated, including through notation and appropriate technology;
- know about a broad range of composers, performers, traditions, genres and styles;
- perform individually and collaboratively for different audiences; and
- develop confidence, creativity, enjoyment and a lasting appreciation of music.

Implementation

The Music leader has identified the knowledge, vocabulary and skills children need to meet the aims of the subject. We follow Kapow Primary Music, which uses a spiral approach: significant knowledge and skills are revisited, consolidated and extended within and across year groups. This enables pupils to retrieve prior learning, recognise connections and apply increasingly sophisticated musical understanding.

Across the curriculum, children develop four interconnected areas of musical learning:

- **Performing** – developing the voice and playing tuned and untuned instruments with increasing accuracy, fluency, control and expression, individually and collaboratively.
- **Listening** – responding to a broad range of music and using subject-specific vocabulary to describe, compare and evaluate what is heard.
- **Composing** – experimenting with sound, improvising and creating music, with increasingly deliberate selection and organisation of musical ideas.

- **History of Music** – developing knowledge of musical traditions, genres and contexts and understanding how music reflects different times and cultures.

The inter-related dimensions of music, including pitch, duration, dynamics, tempo, timbre, texture and structure, are explicitly taught and revisited so that pupils increasingly hear, recognise, describe and use them in their own music.

Metacognition:
This is developed as children plan, monitor and evaluate their musical learning. Teachers model musical thinking aloud and help pupils identify what they already know, select an appropriate strategy, rehearse deliberately, respond to feedback and evaluate the effect of revisions. Children are taught that effective musicians improve through focused listening, practice, reflection and refinement.

Oracy:
Oracy is integral to music. Pupils listen attentively, discuss what they hear, explain and justify musical choices, give constructive feedback and evaluate performances and compositions using increasingly precise vocabulary. Partner talk, sentence stems, call-and-response, rehearsal and collaborative composition support confident participation.

Adaptive Teaching:
This enables all children to access the same ambitious musical goals. Teachers use assessment to identify barriers and adapt modelling, explanations, resources, instruments, groupings, pace and the complexity of parts without unnecessarily narrowing the curriculum. Scaffolds are reduced as pupils become increasingly confident and independent.

Music Pedagogy

Kapow lessons are structured around an engaging introduction, focused musical learning and a purposeful conclusion or performance. Teaching uses a sound-before-symbol approach where appropriate and balances explicit instruction with exploration, rehearsal, creativity and performance.

Listening and appraising: children listen actively to music from a broad range of historical periods, genres, styles and traditions. Repeated encounters with the inter-related dimensions deepen understanding and support increasingly precise musical responses.

Singing: is central to musical learning. Children develop posture, breathing, diction, pitch, rhythm, expression and ensemble awareness, progressing towards singing in unison, parts and harmony where appropriate.

Playing instruments: children learn to handle instruments respectfully and play with increasing accuracy, fluency, control and expression. They work as a whole class, in groups and individually, with notation introduced progressively.

Composing and improvising: children generate, select, organise and refine musical ideas independently and collaboratively. In Key Stage 2, technology may be used appropriately to support composition and recording.

Performing: children rehearse, share and perform for a range of audiences. Performance provides an authentic purpose for practice, develops confidence and helps pupils evaluate the impact of their musical choices.

Teachers make learning intentions and success criteria clear, activate prior knowledge, model expert processes and provide timely feedback. Lessons include purposeful opportunities for retrieval, rehearsal and reflection so that pupils know what they are learning, how they are improving and what their next step is.

How Learning Develops

Early Years. Children build musical foundations through songs, nursery rhymes, movement, listening and opportunities to explore and create sounds. They recognise patterns, respond physically and vocally to music and perform songs and rhymes with others.

Key Stage 1. Children develop increasingly purposeful listening, singing, composing and performing. They explore pulse, rhythm, pitch and other musical dimensions and use tuned and untuned instruments with growing control.

Key Stage 2. Children develop greater vocal and instrumental technique, use notation, compose with increasing purpose and perform with greater accuracy, fluency and expression. They discuss, justify and evaluate musical choices using a growing vocabulary.

Long-Term Overview

The detailed long-term plan is reviewed annually to reflect Kapow Primary Music, whole-class ensemble tuition and performance opportunities. The overview below retains the current planned sequence and should be updated by the subject leader if Hub provision changes.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Long-term rhyme and song plan; phonics, listening and appreciation					
Reception	Exploring sound	Christmas performance	Music and movement	Transport	EY Singing Picnic	Big Band
Y1	Keeping the pulse	Tempo	Sound patterns	Easter songs	Pitch	Musical symbols
Y2	Call and response	Instruments / storytelling	Structure	Easter songs	Contrasting dynamics	Pitch
Y3	Ballads / Harvest	Composition to animation	Singing technique	Taiko drumming	Pentatonic melodies	Traditional instruments
Y4	WCET – violins	WCET – violins	WCET – violins	WCET – violins	WCET – violins	WCET – violins
Y5	Samba carnival	Adapting / transposing motifs	Composition notation	Blues	Holi composition	Review / performance
Y6	Dynamics, pitch and tempo	Theme and variation	Baroque	Leavers' song	Leavers' song	Performance

Assessment

Assessment is ongoing and proportionate. Teachers use observation, questioning, discussion, listening, rehearsal and final performances or compositions to identify what pupils know, can do and need to learn next. Evidence may include photographs, video, recordings, notation and pupil reflection collated on Showbie in Key Stages 1 and 2.

Assessment checks both the quality of the musical outcome and pupils' understanding of the knowledge, vocabulary and processes that underpin it. Feedback is specific and actionable, and pupils are given opportunities to apply it through further rehearsal or refinement. Teachers use unit assessment criteria to inform support, future planning and annual summative judgements.

How We Support All Learners

We want every child to participate actively in music and experience success as a musician. Teachers maintain ambitious expectations while adapting teaching in response to pupils' starting points and needs.

- clear modelling, demonstration and worked musical examples;

- visual, auditory, gestural and tactile prompts;
- chunked instructions and slowed delivery with additional processing time;
- pre-teaching and revisiting essential musical vocabulary;
- repeated listening, rehearsal, retrieval and practice;
- adapted instruments, notation, seating or complexity of individual parts;
- carefully planned pairing, grouping and ensemble roles;
- sentence stems and vocabulary banks for discussion and evaluation;
- alternative ways to respond, record and demonstrate musical understanding; and
- additional challenge through independence, leadership, improvisation, composition or more complex parts.

For pupils with SEND, appropriate adaptations and reasonable adjustments enable participation alongside peers. Children who are disadvantaged are supported to access curriculum and wider musical opportunities so that financial or other barriers do not unnecessarily limit participation. Teachers consider communication and interaction, cognition and learning, social, emotional and mental health, and sensory or physical needs when identifying the most effective support.

Music Beyond the Classroom

The curriculum is enriched through work with Humber Music Hub and local music partners, whole-class ensemble teaching, singing assemblies, clubs and performances.

- Rocksteady specialist instrumental tuition and rock-band experience;
- school choir and opportunities to develop vocal and ensemble skills;
- performances in school and to families;
- and individual, small-group, ensemble and whole-class performance opportunities.

These experiences develop confidence, commitment, collaboration and enjoyment while giving pupils an authentic understanding of what it means to make music with others and perform for a real audience.

Impact

At leadership level:

Music has a clear monitoring cycle that includes curriculum and planning review, lesson visits, pupil and staff voice, assessment analysis and scrutiny of recorded outcomes. Findings inform subject development, staff training, coaching, resourcing and subsequent checks on impact. The Subject Leader works within the Culture Team and reports on the actions taken and their effect on teaching and learning.

At classroom level:

By the end of each phase, pupils will know more, remember more and be able to do more as performers, composers and listeners. They will use increasingly precise musical vocabulary, apply the inter-related dimensions of music, perform with confidence and expression, and create and refine purposeful musical ideas.
Pupils will also demonstrate increasing independence as learners: they will draw on prior knowledge, choose and adapt strategies, rehearse deliberately, respond constructively to feedback and explain how their work has improved. They will value music as a means of creative expression, collaboration and cultural understanding.

Safeguarding & Child Protection:

All staff must remain alert to safeguarding concerns arising during PE, including concerns relating to children's welfare, behaviour, physical presentation or disclosures. Concerns must be recorded and reported in accordance with Eastfield's Safeguarding and Child Protection Policy. The Designated Safeguarding Lead is Mrs Kerry Thompson, Principal, and the Deputy Designated Safeguarding Lead is Mrs Caroline Pell.

Equalities:

At Eastfield we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff, and the community we serve. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation, and social circumstances.

Music Subject Lead: Zina Lewis