

Music

Rationale 2025 - 2026

Intent

At Eastfield Primary Academy we use the Kapow music scheme. Our music curriculum is designed to provide an inclusive, spiral approach to music that focuses on a deep understanding of the subject and develops our children's confidence as musicians. We make music an enjoyable learning experience, encouraging our children to be active participants in a variety of musical experiences and lessons to be able to effectively use their voices to sing, to use body percussion and learn to respectfully handle and play musical instruments. During music lessons and through cross curricular music links the children develop their musicianship to extend their descriptive skills when learning how music can represent feelings and emotions. Through these musical opportunities children develop an awareness of how music can influence/impact upon their own mood and how music can influence their creations in other curriculum areas.

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

- Can sing and use their voices with confidence and control.
- Create and compose music on their own and with others.
- Use technology appropriately.
- Progress to the next level of musical excellence.
- Have opportunities to learn and play a musical instrument, developing fluency, accuracy.
- Understand and explore how music is created, produced, and communicated.
- Understand the work of great composers and musicians.
- Enjoy and have an appreciation for music, using musical vocabulary when to listening to and evaluating music across a range of historical periods, genres, styles and traditions.
- Make judgements about the quality of music.
- Take part in performances and share a range of musical styles.

Implementation

At Eastfield, the music leader has carefully selected the knowledge and skills children require to fulfil the aims of the subject. Our school follows Kapow's scheme of work with a spiral approach to musical learning. Within each unit of learning, children will revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing increasing musical confidence. A steady progression plan has been built into

Kapow, both within each year and from one year to the next, ensuring consistent musical development and progression. By using Kapow as the basis of a scheme of work, we can ensure that we are fulfilling the aims for musical learning stated in the National Curriculum. Kapow has an inclusive classroom-based participatory approach to music learning. Throughout the scheme, children are actively developing their voice as an instrument, using body percussion and use their bodies in response to music. Children also learn to respect, handle, and play classroom instruments effectively to create and express their own and others' music. Within KS2, children to have access to peripatetic teachers from the Music Hub for the Humber Region. We teach children the disciplined skills of recognising pulse, rhythm, and pitch. Our teaching focuses on developing the children's ability to sing in tune, and with other people. Through our musical experiences and singing, children will learn about the structure and organisation of music. Kapow includes many examples of music styles and genres for children to listen to and appreciate from different times and places. These are explored through the language of music via active listening, improvising, performing, and composing activities. At Eastfield, children access a range of whole class, group, and individual activities, enabling them to explore sounds, listen actively, compose and perform to an audience. The children also take part in regular singing assemblies where they explore a variety of different songs and styles. Children will have opportunities to explore and develop an understanding of the work of both classical and modern composers. The musical vocabulary is clearly planned for each year group, underlining the vocabulary introduced in previous year groups in the music progression document. The children are also offered the opportunity to enhance their development as a musician through access to a rotation of clubs such as a Samba band, singing clubs and small group tuition.

Kapow 25-26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Long term song plan for rhymes and songs to learn. Topic related songs. Phonics activities and games. Listening and appreciating a range of music.					
Reception	Exploring sound	Christmas performance	Music and movement	Transport	EY Singing Picnic	Big Band
Year 1	Keeping the Pulse. Theme: My favourite things	Tempo. Theme: Snail and mouse	Sound patterns. Theme: Fairytales	Easter songs for performance	Pitch. Theme: Superheroes	Musical symbols. Theme: Under the Sea
Year 2	Call and response. Theme: Animals	Instruments. Theme: Musical story telling	Structure. Theme: Myths and Legends	Easter songs for performance	Contrasting dynamics. Theme: Space	Pitch. Theme: Musical Me
Year 3	Ballads Harvest festival	Creating compositions in response to animation. Theme: Mountains	Developing singing technique: Theme: Vikings	Taiko drumming	Pentatonic melodies and composition. Theme: Chinese New Year	Traditional instruments and improvisation. Theme: India
Year 4	WCET - violins Harvest Festival	WCET - violins	WCET - violins	WCET - violins	WCET - violins	WCET - violins
Year 5	Samba carnival sounds and instruments Alternate weeks violin lessons		Adapting and transposing motifs	Composition notation. Theme: Ancient Egypt	Blues	Composition to represent the festival of colour. Theme: Holi festival
Year 6	Dynamics, pitch and tempo. Theme: Fingal's cave Alternate weeks violin lessons		Theme and variation. Theme: Pop Art	Baroque	Composing and performing a leavers song	
Assembly/ performances	Harvest Festival (Y3 & Y4)	EY Christmas performance Violin performance for year 5 & 6.		KS1 performance - Easter sing-along	EY Singing Picnic	Y6 Leavers assembly
Clubs. Wednesday lunchtime	School choir (Singing - All)		Samba band Y2,3,4.		School choir	

LTP 2025-2026. Eastfield will follow Kapow's original scheme of work. Year 6 will follow the condensed scheme of work.

Year 4 will have access to the WCET programme and small group tuition offered to children in Year 5 & 6.

Assessment.

Ongoing assessments are recorded weekly using the teacher year group assessment grids. The outcomes on teacher assessment grids cover all aspects taught and the expected standard within each unit. The assessment grid will be in spreadsheet format. The teacher will enter against each child whether they have achieved the expected standard for each lesson. This will provide the teacher with a clear view of the needs of the children, to then provide support to enable children to achieve the expected standard.

SEND.

Communication & Interaction:

- Chunk instructions & Power Point on Showbie for pupils to follow.
- Delivery of information is slowed down with time given to allow processing.
- Modelling of task outcomes, so pupils clear about what is expected.
- Pupils know how to access support; peers, resources, Showbie, teacher support etc.
- Clear end points given for tasks; use of Kagan timers.
- Task design is precise; Music is the foci.
- Key words & vocabulary emphasised; Curriculum & 'Going for Gold' boards in all classrooms.
- Visual timeline displayed.
- Range of multi-sensory approaches used to support spoken language; Kagan Structures to support partner & group collaboration.
- Delivery of information is slowed down with time given to allow processing.
- Children are active participants throughout the lesson.

Cognition & Learning:

- Chunk instructions.
 - Direct teaching of new vocabulary.
 - Key words & vocabulary emphasised; vocabulary is highlighted on progression documents, Curriculum & 'Going for Gold' boards in all classrooms.
 - Text & print is displayed using appropriate font (Comic Sans) where appropriate.
 - Delivery of information is slowed down with time given to allow processing.
 - Pupils repeat back instructions to check understanding.
 - 'Active Learning' & Kagan structures used to allow frequent practice or recall & repetition.
 - Task design is precise; Music is the foci.
 - Use of voice notes on Showbie, dictation Apps etc.; IT to support learning.
 - Use bronze level challenges in lesson when learning new song or instrumental part.
- Resource rich activities.

Social, Emotional & Mental Health:

- Expectations made clear by giving clear explanations & modelling.
 - Chunk instructions.
 - Children are active participants throughout the lesson.
 - Resources are prepared & easily accessible.
 - Clear end points given for tasks; use of Kagan timers.
- Task design is precise; Music is the foci.

Sensory &/or Physical Needs:

Visual Impairment:

- Spiral curriculum provides much opportunity to revisit prior knowledge and skills.
- Avoid laminating resources.
- Check colours of background on whiteboard/Power Points & paper resources
- Always use verbal explanations.
- Read out loud as you write on board.
- Support from Kagan 4's (peers).
- Use of voice notes on Showbie, dictation Apps etc.; IT to support learning.

Hearing Impairment:

- Slow down speech rate but keep natural fluency.
- Allow more thinking & response time.
- Teach & model vocabulary.
- Provide key words & prompts to support learning.
- Check that oral information &/or instructions have been understood.
- Rephrase pupil contributions at an appropriate volume if necessary.
- Support from Kagan 4's (peers).
- IT to support learning.

Physical Difficulties:

- Allow additional time to complete tasks.
- Positioning in class relative to their need & the task.
- Eliminate inessential copying from the board - use IT to support learning.
- Support from Kagan 4's (peers).
- Use bronze level challenges in lesson when learning new song or instrumental part.
- IT to support learning; dictation Apps etc.

Music Pedagogy

Each unit of work comprises the strands of musical learning which correspond with the National Curriculum for music:

Listening and Appraising. Developing listening skills will enable children to appreciate and evaluate music across a range of historical periods, genres, styles and traditions. Throughout a child's journey through Eastfield, children will embed the interrelated dimensions of music through repetition. Repetition will enable children to deepen their understanding to apply musical vocabulary to express their opinions when appreciating, analysing and composing music.

Kapow Musical Lessons

The lessons are taught using 3 main sections. First is the 'Attention Grabber', followed by the 'Main Event' and ended with, 'Wrapping up'.

Attention Grabbers embed the interrelated dimensions of music through repetition such as pulse, pitch, and rhythm. Games and activities embed the Interrelated Dimensions of Music through

repetition to deepen their understanding to be able to apply musical vocabulary when evaluating music, they appreciate or compose.

Main Events (learning focus for lesson) includes 2 or more of the following skills:

- **Singing** is at the heart of all musical learning. Children will be taught to sing a variety of songs with increasing confidence and control. By KS2 children will develop the skills to be able to sing in harmony and unison with others, including having the opportunities to sing solo.
- **Playing instruments** with the song to be learnt. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children. Children will be taught to play musically with increasing accuracy, fluency, control, and expression. Within each year group, children are taught to play their musical instruments as a whole class or as small groups. By the end of KS2, children will have had the opportunity to play solo.
- **Composing**. Children will work together and alone to compose. Children will develop an understanding of musical composition to be able to organise. In KS2 children may use technology to support produce their composition.

The lesson ends with, 'Wrapping up'

Performing. Children will share what has taken place during the lesson and work towards a performance to an audience. This performance may include small groups in the classroom, larger groups such as the whole class and assemblies. In KS2 children will have opportunities to perform out in the community such as a Harvest festival performance at St Andrew's Church. The choir will give a Christmas performance to residents at a local care home. All children will have the opportunity take part in performances and develop to the next level of musical excellence and confidence as a musician.

Alongside our music curriculum, children have the opportunity to participate in additional music teaching and become part of a Rock band. Children are offered the opportunity to learn a musical instrument with a specialist music teacher delivered by Rocksteady, where lessons are provided weekly for a small set fee paid by the child's parent or carer. Parents and carers have online access to their child's weekly achievements and progress. Rocksteady organises a termly Rock band performance to a large audience within school for a fabulous rock band experience surrounded by their fans, family and peers.

Impact

At a leadership level.

Music has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. Development Focus Input - identifying the work that needs to be conducted e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.
2. Development Activity - focused improvement works e.g., CPD, staff coaching/mentoring, purchase of resources etc.
3. Development Moderation - impact of leadership work e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.

Music has an identified Subject Lead and is part of the Culture Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of Music across the school.

At a Classroom Level

The impact of the acquired knowledge and skills is measured at the end of each half term and recorded by the class teacher. At the end of the units, children have opportunities to showcase what they have learned through sharing and performing their ideas and music to different audiences. Over the duration of a unit the children's developing knowledge and skills are recorded through photographs and videos, with some responses recorded on paper or by voice recording and collated on Showbie in KS1 and KS2. Teachers will use observations and evidence they have collated to make their judgements on attainment in Music, using the Teacher assessment grids for their year group. On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

Music Subject Lead: Zina Lewis