



# Rushwick Primary School

## Music Curriculum Policy 2025/2026



### **Intent:**

At Rushwick CE Primary School, our music curriculum is designed to help children develop a strong sense of themselves as musical learners and to foster a life-long love of music. We aim to nurture confident performers, composers, and listeners through a rich variety of practical, engaging, and exploratory experiences.

Music at Rushwick supports children in developing the skills, knowledge, and understanding they need to express themselves creatively and musically. Our curriculum promotes diversity and inclusion, introducing children to music from around the world and across generations, helping them to appreciate and respect the music of all cultures, traditions, and communities. Through music, pupils are encouraged to explore their personal, emotional, social, and cultural identity.

Our teaching follows the National Curriculum and ensures the progressive development of:

- Singing
- Playing tuned and untuned instruments
- Improvising and composing music
- Listening to and responding to music
- Understanding musical notation, history, and context

Music at Rushwick is more than a subject, it's a powerful vehicle for personal growth. Our curriculum supports the development of transferable skills such as:

- Teamwork
- Leadership
- Creative thinking
- Problem-solving
- Decision-making
- Presentation and performance skills

These skills are essential for pupils' development both in school and in the wider world.

We also believe music is a valuable way to build community and connection. Therefore, we provide regular opportunities for children to create, perform, and enjoy music, both within the classroom and through wider school life. Pupils are encouraged to share their talents and perform with awareness of others during assemblies, school productions, church services, and community events.

## **Implementation:**

### **Early Years and Key Stage 1**

In Reception and Key Stage 1, pupils follow the standard Kapow Primary Music Scheme, completing one unit per half term, resulting in six units across the year. The curriculum is designed to build musical understanding progressively through engaging and age-appropriate lessons.

### **Key Stage 2**

In Key Stage 2, pupils follow Kapow's condensed music scheme, also completing one unit per half term over four half terms each academic year. In addition, all KS2 pupils receive a dedicated term of instrumental tuition each year, in line with the recommendations of the DfE Model Music Curriculum.

Year 3 – Ukulele

Year 4 – Clarinet

Years 5 and 6 – Keyboard

This structure ensures pupils receive a broad and balanced musical education, with opportunities to develop technical skills, musical understanding, and confidence in using tuned instruments.

### **Curriculum Design**

Both the standard and condensed Kapow schemes adopt a holistic approach to music, where key musical strands are interwoven to create engaging, practical, and enriching learning experiences. These strands include:

- Performing
- Listening
- Composing
- History of Music
- The Interrelated Dimensions of Music (pitch, duration, tempo, timbre, structure, texture, dynamics)

Each five-lesson unit integrates these elements into a cross-curricular topic, designed to capture pupils' imagination and encourage active musical exploration.

### **Musical Skills Progression**

Throughout the scheme, children are taught to:

- Sing fluently and expressively
- Play tuned and untuned instruments with increasing accuracy, control, and confidence
- Understand and use the interrelated dimensions of music in their own compositions and improvisations

They will develop a growing ability to listen with attention to detail, evaluate musical pieces, and use musical vocabulary effectively when discussing their learning.

## Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout the Kapow scheme of work as an overarching strand.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Musical Stories	Celebration music	Music and Movement	Exploring Sound	Transport	Big Band
Year 1	Keeping the Pulse (Theme: My Favourite Things)	Tempo (Theme: Snail and mouse)	Dynamics (Theme: Seaside)	Sound Patterns (Theme: Fairy tales)	Pitch (Theme: Superheroes)	Musical Symbols (Theme: the sea)
Year 2	Call and response (Theme: Animals)	Instruments (Theme: Musical Storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical Me)
Year 3	Ballads	Developing singing technique (Theme: The Vikings)	Ukulele		Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Year 4	Adapting and transposing motifs (Theme: Romans)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Clarinet		Body and tuned percussion (Theme: Rainforests)	Samba and carnival sounds and instruments
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	Keyboard		South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)
Year 6	Dynamics, Pitch and Tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Keyboard		Baroque	Composing and performing a leavers song.

## **Curriculum Delivery**

The Kapow Primary Music Scheme at Rushwick CE Primary School follows a spiral curriculum model, where prior skills and knowledge are regularly revisited and developed further. This approach enables children to:

- Tackle more complex musical tasks over time
- Complete simpler tasks to a higher standard
- Build a deepening understanding of musical history, notation (including the staff), and the interrelated dimensions of music

## **Lesson Structure and Approach**

In each lesson, pupils take part in active, practical music-making drawn from a wide variety of musical styles and traditions. Lessons are designed to develop:

- Technical musical skills
- Creative expression
- An understanding of how music works across different cultures and periods

Teaching strategies are varied and engaging, including:

- Independent learning
- Paired and group work
- Improvisation
- Teacher-led performances
- Opportunities for movement and dance
- Cross-curricular connections with other subjects

## **Differentiation and Support**

Each lesson includes differentiated guidance to ensure full access for all learners. Teachers are supported in:

- Adapting activities to suit a range of abilities
- Stretching more able pupils where appropriate
- Ensuring inclusion for all children

Knowledge organisers accompany each unit, helping pupils to consolidate their learning by encouraging the recall of key facts, concepts, and vocabulary.

## **Staff Development and Subject Knowledge**

Strong subject knowledge is essential for delivering high-quality music teaching. To support staff, each unit includes:

- Multiple teacher guidance videos
- Ongoing CPD resources to build teachers' confidence, understanding, and practical skills in music

## **Lesson Timetable and Enrichment Opportunities**

At Rushwick, music is taught as a discrete subject each week:

Reception – 30 minutes

Year 1 – 45 minutes

Years 2-6 - 1 hour.

Where appropriate, music lessons may be blocked to allow deeper exploration of a specific aspect or to accommodate wider curriculum planning.

Pupils are also given regular opportunities to perform and share their musical learning, including:

- Whole-school and class assemblies
- Church services
- Seasonal events such as Christmas carolling
- Large-scale concerts like Young Voices
- School productions and community performances

In addition, pupils may choose to participate in instrumental lessons offered by Severn Arts, further enriching their musical experience and development.

## **Impact:**

The impact of the Kapow Primary Music Scheme is monitored through a combination of formative and summative assessment opportunities. Each lesson includes guidance to support teachers in:

- Assessing pupil progress against clearly defined learning objectives
- Observing and recording development of practical skills, musical understanding, and vocabulary use

At the end of each unit, a performance element is often included, giving pupils the opportunity to demonstrate their learning in a practical, expressive context. These performances also serve as valuable opportunities for summative assessment.

Knowledge organisers support pupil recall by providing a highly visual summary of key learning from each unit. They help reinforce:

- Practical musical techniques
- Subject-specific terminology
- Core concepts and knowledge

## **Long-Term Impact**

Following implementation of the Kapow Primary scheme, pupils at Rushwick CE Primary School will leave with a strong foundation of musical knowledge and skills. They will be equipped to:

- Succeed in secondary music education
- Participate confidently in musical activities beyond school
- Maintain a life-long appreciation and enjoyment of music

**By the end of their primary music journey, pupils will:**

- Be confident performers, composers, and listeners, capable of expressing themselves musically both in and beyond school.
- Show appreciation and respect for a wide variety of musical styles and traditions from around the world.
- Understand how music is shaped by cultural, social, and historical influences.
- Recognise and apply different forms of musical notation to support composing and performing.
- Be able to discuss and reflect on their own musical preferences with enthusiasm and understanding.
- Meet the end-of-key-stage expectations as outlined in the National Curriculum for Music.