

MUSIC

Intent

At The Griffin Primary School, we use the KAPOW scheme as the basis for our Music lessons.

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.

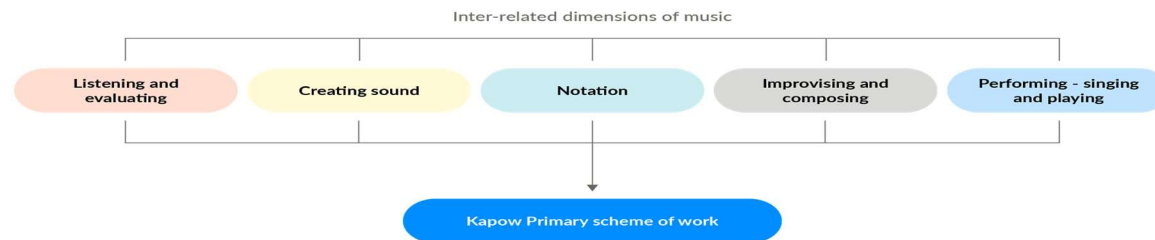
The scheme also supports the development of transferable skills, including teamwork, leadership, creative thinking, problem-solving, decision-making and presentation and performance abilities. These skills are integral to pupils' development as learners and have wide application in their lives beyond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

Principles

Our music teaching fulfils the statutory requirements of The National Curriculum, which organises the attainment targets for Music under the following five strands:

- Listening and evaluating.
- Creating sound.
- Notation.
- Improvising and composing.
- Performing – singing and playing.

Accordingly, Kapow Primary's Music curriculum has been structured with these strands running through each unit. The strands ensure balanced coverage of the different areas of Music and that both substantive and disciplinary aspects are covered.



Sequencing

The Music *Progression of skills and knowledge* document (available on the website) provides an overview of the skills and knowledge covered in each phase and strand. It also outlines how these skills are developed to enable pupils to reach the end-of-key-stage outcomes outlined in the National curriculum. New learning is weighted toward the beginning of each key stage, allowing for regular opportunities to revisit, consolidate and apply it in subsequent years. As a result, knowledge and skill development may appear more concentrated in some year groups than others.

Musical Knowledge

Pupils learn in Music by acquiring three types of knowledge:

Declarative Knowledge

Declarative knowledge in music refers to the factual and conceptual understanding that students need to interpret what they hear, play and create. It includes musical vocabulary, notation and awareness of genres, instruments and traditions. For example, pupils learn that:

- Pitch refers to how high or low a sound is.
- A crotchet represents one beat in standard musical notation.
- Percussion instruments produce sound when struck, shaken or scraped.
- Blues music originated in African-American communities.

This knowledge supports pupils in discussing, analysing and creating music with confidence. It provides the mental models necessary for understanding how music is structured and communicated, whether through symbols, terminology or cultural context.

Declarative knowledge is developed most explicitly through the 'Listening and evaluating' and 'Notation' strands, where pupils build their understanding of musical elements, history, symbols and styles.

Procedural Knowledge

Procedural knowledge in music refers to the practical skills that pupils develop through hands-on experience, including how to produce, control and communicate sound using their voices, instruments or digital tools.

For example, pupils learn how to:

- Hold and play an instrument correctly.
- Produce different sounds (e.g. loud/soft, high/low) using body, voice or equipment.
- Follow and interpret musical notation to perform a piece.
- Compose and structure their own music using known techniques and elements.
- Sing with control, including breathing and voice modulation.

This knowledge is central to musical fluency and is built progressively across year groups. As pupils revisit key techniques and contexts, they refine their ability to perform and compose with increasing accuracy and expression.

Procedural knowledge is most often developed through the 'Creating sound', 'Improvising and composing' and 'Performing' strands of the curriculum.

Tacit knowledge

Tacit knowledge in music refers to the intuitive understanding pupils develop through experience, exploration and informal listening, rather than through direct instruction. It includes the unspoken, felt aspects of musicality that grow through repetition, imitation and engagement.

For example, pupils may:

- Clap along to the pulse of a song without being taught what pulse means.
- Move their bodies in ways that reflect the rhythm or mood of a piece.
- Begin to match pitch or sing in tune by listening and copying.
- Develop a sense of how music expresses emotion, simply by reacting to contrasting pieces.
- Use sound creatively and responsively in play or improvisation before learning formal composition techniques.

Tacit knowledge often develops first, especially during EYFS (Reception) and KS1. It forms the foundation for more explicit learning and helps children make sense of the music they later study more formally. In Kapow Primary's Music curriculum, tacit knowledge is nurtured primarily through the 'Listening and evaluating', 'Creating sound', and 'Improvising and composing' strands. These allow pupils to develop an instinctive sense of musical structure, pattern and expression.

Oracy

Lessons in Music provide rich opportunities for developing oracy, particularly through singing, group performance and musical discussion. Pupils learn to control their voice, adjusting pitch, dynamics and tone to sing expressively and clearly; an essential foundation for confident spoken communication.

Pupils are encouraged to think aloud, question and reflect on what they hear and create. Through activities such as evaluating performances, discussing musical choices and exploring the meaning behind lyrics or compositions, they develop their ability to articulate opinions, justify decisions and engage in collaborative dialogue.

SMSC

The scheme supports spiritual, moral, social and cultural development by encouraging pupils to:

- Explore different perspectives.
- Reflect on ethical issues.
- Collaborate with others.

- Appreciate cultural diversity through subject-specific content.

Inclusion and Diversity

Kapow Primary's Music scheme has been designed to represent a range of cultures, backgrounds and races.

- The scheme's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.
- Within sensitive units, questions have been included to support pupils' lived experiences and backgrounds.
- Where appropriate, colonial choices and their impact on musical issues are explored.

The Kapow Primary Music scheme supports pupils in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.

Implementation

At The Griffin Primary School, we aim to teach music for 1 hour per week to meet the standards of the National Curriculum.

Planning

The lesson plans provided by Kapow, allow for non-specialist teachers to be able to deliver quality lessons through the use of video CPD demonstrations. Each lesson has a list of the suggested presentations, materials, items or links, as well as information about the subject knowledge of the lesson.

Lesson Structure

Each lesson is structured in the following way:

1. Recap and Recall

Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning. Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

2. Attention Grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson. This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

3. Main Event

The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective. This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

4. Wrapping Up

A final reflective activity that consolidates learning. This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

Adaptations for SEND

The Kapow Primary Music scheme of work is designed to be fully adaptable for SEND pupils. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Pupils learn in a variety of ways. As such, Kapow Primary Music 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.

Knowledge Retention

Kapow Primary's Music scheme incorporates a spiral curriculum model, ensuring that pupils revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

- **Revisiting key concepts** – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- **Progressive depth** – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- **Knowledge retention** – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- **Skill development** – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- **Adaptive learning** – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers are available to support learners and there are regular opportunities for recap and recall which:

- **Activates prior knowledge** – helps pupils make connections between new and existing learning, reducing cognitive overload.
- **Strengthens memory pathways** – retrieval practice has been shown to improve retention more effectively than passive review.
- **Identifies gaps in understanding** – teachers can quickly assess what pupils remember and address misconceptions before introducing new content.
- **Builds confidence** – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.
- **Promotes spaced learning** – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Impact

Teacher assessment

Formative

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.

Monitoring

- Learning walk
- Termly reviews about how the curriculum is being implemented and the outcomes
- Pupil outcomes recorded as appropriate

Outcomes

- Teacher assessments each term
- Annual reports