



OUR LADY AND  
ST HUBERT'S  
CATHOLIC PRIMARY SCHOOL



At Our Lady and  
St. Hubert's, home,  
school and parish  
work together,  
knowing that God is  
with us in all we do.

# Music

Guidance and Procedures

## Music Curriculum Intent

Our music curriculum will help foster a love of music from different styles, periods and cultures. Children will develop a confidence to perform and express themselves through singing and playing. They will develop an understanding of musical language and ideas and use this to discuss what they hear and compose. Musical vocabulary has been progressively mapped and will be taught in EYFS, KS1 and KS2 and children will be expected to use it while appraising various types of music as well as when they self-evaluate. Music is powerful; it is a crucial tool to connect children to their faith and will underpin worship across the school.

## Implementation of the Music Curriculum

Through the music scheme Kapow, children will be exposed to range of music and have the opportunity to express themselves through compositions, building on a taught progression of musical ideas and skills across their time in school. Where possible, this learning will be linked to the wider learning of the Year group, allowing children to enhance their broad curriculum learning through the medium of music, however the progression of knowledge and skills will be key to the construction of the Long Term Plan. Kapow sessions mirror the structure of lessons in other broad curriculum areas at OLSH, following current educational research and Rosenshine's Principles. Each unit starts with a low stakes quiz to assess knowledge, then each lesson starts with a recap of prior learning to check for misconceptions. At the end of the unit, children repeat the initial unit quiz to show what they have learned and to demonstrate the progress they have made. Kapow regularly update their curriculum based on new research and advice from professional bodies- it has recently been updated (2024) to reflect findings from recent Ofsted research reviews as well as the Model Music Curriculum. Music is often a lesson where children surprise you- children's core academic ability is often irrelevant and this allows all children the opportunity to shine. Outcomes are creative, learning often includes paired/group discussions and scaffolding and/or challenges are easily accessible. Singing will be a regular part of school life and children will practise singing and praising together weekly. Children in KS2 will be offered the chance to learn a brass, woodwind, strings or percussion instrument and they also have the chance to join the school choir.

## Impact of the Music Curriculum

Children will develop a love and appreciation of a range of music while also learning about the cultures and the ideas explored within the music. Children at Our Lady and St Huberts will be able to express their opinions about their own and others' music, using a developed musical vocabulary- understanding how to describe the music, how the music makes them feel (and why) and identifying key instruments/sounds within it. Through the use of Knowledge Organisers, children will be able to assess their understanding before, during and after the unit; they will self assess against knowledge objectives, skills learned and how they have used the 6Cs in their final performances. Children will also have the opportunity to reflect on what went well and what they found difficult and/or need to improve in the next unit, encouraging them to take more ownership of their learning. They will have the musical knowledge and confidence to express themselves and perform both solo and in groups using a range of sounds and instruments with enthusiasm and confidence. We want to create well rounded musicians, with the hope that this passion continues into the next stage of their life, and beyond.

*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)

## Role of the Music Subject Leader

- ❖ To complete and update a subject leader action plan, which is evaluated on a termly basis
- ❖ To create and monitor the school's Music Development Plan and ensure that it is displayed on the school website.
- ❖ To know what proportion of pupils attain at and above age related expectations in Music.
- ❖ To know the attainment of SEN and Pupil Premium pupils, ensuring the correct support is given
- ❖ To monitor and assist in the organisation of peripatetic music lessons.
- ❖ To attend CPD courses and share knowledge learnt with teaching staff
- ❖ To arrange staff meetings/informal meetings to develop subject knowledge of the curriculum and the teaching of Music
- ❖ To carry out termly audits of the school's Music resources, and operate an efficient storage system for these resources to ensure that our children can learn effectively in and through Music
- ❖ To ensure teaching staff are regularly assessing the children against the National Curriculum objectives and the skills identified on the knowledge organisers.
- ❖ To monitor the learning and teaching in Music and provide support for staff when necessary
- ❖ To take a lead role in organising Music events in school, including parents where possible.
- ❖ To review changes to the National Curriculum requirements and advise on their implementation

## Curriculum planning

One of the main jobs of a subject leader, is to ensure monitor teachers' understanding, teaching and assessment of the National Curriculum and how music learning develops from the Early Years.

EYFS Development Matters	
<p><b>Children in reception will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	
Key Stage 1	Key Stage 2
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> </ul>

At Our Lady and St Hubert's, we follow a music scheme called Kapow. Kapow has mapped the objectives from the National Curriculum and linked them to engaging, age appropriate themes. We have adopted their 'Condensed Curriculum', which means that 4 units have been carefully chosen by Kapow to fulfil the minimum National Curriculum requirements (and more) but allows schools to relieve pressure on the busy timetable. The 'condensed' version of the curriculum has been carefully mapped out by Kapow to ensure there is adequate progression of skills throughout the school, therefore in some year groups, the Music unit links to a year group's theme, but the majority of units will be taught as discreet lessons, as the progression of skills and knowledge is key.

See the [OLSH Music Knowledge progression](#) for more information

From EYFS to Year 6, Music lessons cover 5 main strands; Listening and Evaluating, Creating Sound, Notation, Improvising and Composing, Performing and Playing (Singing and Playing).

### How does Kapow Primary's scheme for Music align with the National Curriculum?

Our scheme of work fulfils the statutory requirements of the **National Curriculum (2014)**. 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.

From these aims, we have identified five strands which run throughout our scheme of work:

**Listening and evaluating**

**Creating sound**

**Notation**

**Improvising and composing**

**Performing - singing and playing**

Kapow's 'spiral curriculum' design, follows our school pedagogical approach (Rosenshine) allowing children to constantly revisit knowledge and skills and build upon prior knowledge as they progress through the school.

### A spiral curriculum

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- ✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



Each year group has 4 Music units to study and will be taught every other week in the timetable. Hymn practise/singing assemblies will take place weekly in order to enhance the children's repertoire of hymns and their love of singing. Teachers will mainly use classrooms for music lessons, but may also teach their lessons in the school hall/studio, playground, forest school or amphitheatre.

	Unit 1	Unit 2	Unit 3	Unit 4
R	Exploring sound	Music and movement	Transport	Big Band
1	Pulse and rhythm (All about me) Keeping the pulse (My favourite things) New 24-25	Musical vocabulary (Under the sea) Sound patterns (Fairy tales) New 24-25	Timbre and rhythmic patterns (Fairytale) Pitch and tempo (Superheroes) New 24-25	Pitch and tempo (Superheroes) Musical symbols (Under the sea) New 24-25
2	West African Call and Response (Animals)	Orchestral Music (Traditional stories)  Instruments (Musical storytelling) New 24-25	Musical me  Structure (Myths and Legends) New 24-25	Myths and Legends  Pitch (Musical me) New 24-25
3	Ballads	Developing singing techniques (The Vikings)	Pentatonic melodies (Chinese New Year)	Traditional instruments and improvisation (India)
4	Body and tuned percussion (Rainforest)	Changes in pitch and tempo (Rivers)	Samba and Carnival sounds and instruments	Adapting and transposing motifs (Romans)
5	Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi festival)
6	Dynamics, pitch and tempo (Fingal's cave)	Theme and variations (Pop art)	Baroque	Composing and performing a Leaver's Song

## Assessment and evidence

Every lesson in Years 1-4 begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make **informal judgements** about whether pupils have retained prior learning and are ready to move on.

Kapow also gives teachers guidance on how to assess the children within **each lesson** (see image below). Teachers will be encouraged to log informal assessments of children *throughout* the teaching of a Music unit, not only at the end of a unit.

### Assessing pupils' progress and understanding

- ✓ Could they clap the rhythm of their name, and do this 'in time' when it was their turn?
- ✓ Could they clap in time to the music?
- ✓ Could they sing the **melody** accurately?
- ✓ Could they clap and sing at the same time?

**Pupils with secure understanding indicated by:** The ability to clap the rhythm of their name; the ability to clap in time to the music; the ability to sing the overall shape of the melody.

**Pupils working at greater depth indicated by:** The ability to clap the rhythm of their name in time when it was their turn; the ability to sing the melody accurately; the ability to clap and sing at the same time.

Recording pupils during practice and performance sessions is also beneficial. These recordings allow teachers to review performances or group practise at their convenience, focusing on different pupils to identify strengths and areas for improvement. Additionally, such recordings provide a useful documentation of progression over time.

The Music coordinator monitors progress through teacher's formative and summative assessment. As well as the advice given in each lesson plan (see image above), teachers use assessment quizzes (at the start and end of each unit) serving as evidence of pupil progression throughout the unit, year and as they transition between key stages. Teachers and children also use bespoke Knowledge Organisers for each unit, giving children opportunities to self assess their own understanding and act as an aid memoir during lessons.

Bespoke Knowledge Organisers will feature: the National Curriculum objectives linked to each unit, relevant knowledge and skills for teachers to assess against and key vocabulary linked to the unit. Children will RAG rate the key vocabulary at the start of each unit and then again at the end, adding a definition too.

**Rock and Roll**
**Year 4**


## Music

**Instruments you may use:**


- Tuned percussion
- Glockenspiel

Rock and roll was created in America in the 1950s after the war and was made to depict happiness and a new life. The name comes from the phrase 'rocking and rolling' which was used by mariners to explain the movement of a ship, which influenced the dance steps.


**Instruments you may hear in Rock and Roll music:**




Drum




Electric guitar




Electric bass



Double bass









**ROCK-ROLL MUSIC**



C E G A	Bb A G E	C E G A	Bb A G E
F A C D	Eb D C A	C E G A	Bb A G E
G B D B	F A C A	C E G A	Bb A G E

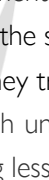
**Key Vocabulary**

Dynamics	Timbre	Bar
 <b>FORTE</b>	 type quality	
Pitch	Tempo	Quaver
 Higher Lower	 Faster Slower	

**New Vocabulary**

Colour code these words based on your understanding (start and end of unit)

	RAG	Definition <small>Complete this at the end of the unit</small>
bass line	/	
walking bass	/	
notation	/	
in time	/	





Name .....

# Music **Rock and roll**

**Key knowledge**

- ⇒ To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals.
- ⇒ It was created after the second world war and it was intended to represent happiness.
- ⇒ To know that a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- ⇒ To know that playing in time means all performers playing together at the same speed.
- ⇒ To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

**Key skills**

Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.

Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

What was your final performance / composition?

The resources I used were (Instruments, technology...)

What I enjoyed...

What I found challenging...

Next time I want to get better at

Which 6 Cs do you think you have used during this unit?

Choose 1 of that you have ticked and explain how you used it.

**Knowledge and Skills**  
Use your red pen to tick the knowledge and skills objectives that you feel confident with.

**Vocabulary**  
Go back and re colour code the vocabulary boxes Write the definition of each of the new vocabulary

On the back, children will also have an opportunity to complete a self evaluation and have a chance to reflect on their learning as well as evaluating the skills they have used/developed. Knowledge organisers are then used to form 'Pupil Voice' conversations with the subject leader. The outcome of these conversations are then fed back to teachers and help to form the subject leader's action plan.

Teachers will collect a range of evidence including pre/post assessment quiz sheets, self assessment on knowledge organisers, children's planning for compositions as well as photographs/videos that will be stored on each class' Seesaw areas.

Summative data will be logged on Arbor and tracked by subject leader. Subject leader will work with teachers who have assessed children as 'working below' in Music at the end of each term and offer guidance and support. If a teacher feels that a child could be considered as working at 'Greater Depth', they will discuss this with the subject leader with evidence to support this judgement. Children's knowledge progress will be analysed in order to determine their level of understanding and grades will be tracked on Arbor termly.

Student ↓	Academic Year					
	PP	Attendance	Baseline	Autumn 2022/23	Spring 2022/23	Academic Year
	✓	80.56%	3W	3S		4W
	✓	88.19%	3W	3S		4W
	✓	89.58%	3S	4B		4S
	✗	86.11%	3S	4B		4S
	✗	99.31%	3S	4B		4S
	✗	94.44%	3S	4B		4S
	✗	100%	2B	2W		3B
	✗	81.94%	3S	4B		4S
	✗	94.44%	3S	4B		4S
	✓	98.61%	3S	4B		4S
	✓	98.61%	3S	4B		4S
	✗	91.67%	3S	4B		4S
	✗	90.97%	3S	4B		4S



## 6Cs

To succeed in the 21st century, we understand that the children need to be taught- and have time to develop- key learning behaviours that have, in the past, not been catered for in the National Curriculum. We have adapted our curriculum to include the '6Cs of 21st Century learning', which are;



This is how the 6Cs link to our Music teaching:

The 6Cs and Music		
How our 6Cs will be evident through our Music curriculum		
Character	Citizenship	Communication
Children will build confidence in themselves as they perform with and to other people, experimenting with different instruments. They will develop perseverance as they compose and create music, coming to see mistakes and failures as opportunities to learn.	Through listening to and appreciating music from different times and cultures, children will become familiar with ideas, viewpoints and experiences beyond their own. They will recognise how music helps bring people together, share in and contribute to community music events.	Children will develop the key skill of listening within their music learning. They will recognise how focusing on others' expression helps them to contribute effectively and constructively. They will experiment with different styles of music in order to communicate a message or emotion.
Collaboration	Creativity	Critical thinking
Children will regularly work together to compose and perform music. They will work together to ensure everyone plays their part in songs and performances and understand how different performers support one another.	Children will have several opportunities to create music with others, experimenting with new ideas, developing them and expressing themselves through composition.	One of the main strands of the Music curriculum is to appraise. Children will listen to music critically and analytically, responding to and comparing the music they listen to. They will use musical vocabulary to express their responses clearly.

## Monitoring/Reports

The Music coordinator will also conduct a termly monitoring through pupil voice, staff voice and evidence audits to ensure that children are engaged, staff are confident and that all objectives are covered. Assessments will be interpreted and explored, in order for subject leader to offer support where necessary.

Attainment in Music is reported to parents through parents' evenings and end of year/term reports. If a child plays an instrument, they will also have the opportunity to have a parents evening with the specific music tutor in the Spring term, as well as receiving a report at the end of the year.

## SEND, Pupil Premium and Inclusion for all

ALL children should have the opportunity to develop and progress in Music lessons at OLSH.

Teachers are encouraged to think about:

- ❖ Planning more opportunities for group work/paired work in order for all children to have the chance to discuss, feedback and learn from one another.
- ❖ Differentiating lessons/activities, where necessary, to allow all children to work at their own ability level and access the curriculum, including extending the most able.
- ❖ Any special resources/equipment/ICT that will allow children to access the Music curriculum more effectively and more practically/visually.
- ❖ The role of support staff.
- ❖ Reporting to the SENCO where appropriate.

Some pupils will be identified as working well above the level of others in their class and show an aptitude and/or interest in the subject. These pupils should be monitored and then conversations between class teacher and subject leader at the end of the year will determine whether these children meet the requirements to be assessed at Greater Depth. Extension opportunities should be provided for these pupils challenging their Music knowledge and incorporating deeper thinking tasks, using the 6Cs to facilitate this. Children who are assessed as working at Greater Depth, should be considered for peripatetic lessons.

### Peripatetic lessons

Individual/small group music tuition is available at OLSH in Key Stage 2- led by peripatetic teachers, provided by the Sandwell Music Service. We offer the following lessons; violin, drums, flute, clarinet, trumpet, trombone and keyboard. Parents are asked to express interest for their child to be considered to play an instrument and then 'auditions' are held by the visiting teachers. Teachers are able to recommend children for consideration, if assessed at working at Greater Depth.

### School Choir

The school choir meet after school and participate in a range of events, which have included Young Voices, The Lord Mayor's festive celebration (Christmas and Remembrance) and various school events. The children also enjoy visiting local care homes to sing to members of the wider community.

**Reviewed** – September 2024 – Claire Slater (Subject Lead)

**Date of next Review** – September 2025