

Cycle A	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
R/1	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1/2	My favourite things: Keeping the pulse	Snail and mouse: Tempo	Superheroes: Pitch	Musical storytelling: Instruments	On this island: Singing	Musical me: Pitch
Year 3/4	Unit 1: South Africa (Instrumental lessons)	Developing singing technique (Theme: the Vikings)	Unit 2: Caribbean (Instrumental lessons)	Body and tuned percussion (Theme: Rainforests)	Jazz	Adapting and transposing motifs (Theme: Romans)
Year 4/5	Singing in parts: Loops and layers (Y4)	Musical motifs: Reading the stave (Y4)	Music in nature: Chords and melodies (Y5)	West African rhythms: Create, play and perform	Composition to represent the festival of colour (Theme: Holi)	Stage and song: Storytelling through music (Y5)

				(Y5)	festival) (Y5)	
Year 5/6	Film music	Composition notation (Theme: Ancient Egypt)	Musical theatre	Theme and variations (Theme: Pop Art)	Songs of World War 2	Composing and performing a Leavers' song

Intent

At St Paul's Catholic Primary School, our Music curriculum enables children to flourish in God's love through the joy, creativity and shared experience of music. We believe that every child is uniquely created and loved by God and should have the opportunity to discover, develop and express their musical talents.

Our Music curriculum is designed to help pupils know more, remember more and become more. Through singing, listening, performing, composing and playing instruments, pupils develop increasingly secure musical knowledge, skills and vocabulary. They learn to listen critically, recognise patterns and structures, perform with increasing confidence and express their own ideas through music.

Music contributes to our whole-school commitment to academic excellence, spiritual growth and personal development. It provides opportunities for pupils to develop confidence, perseverance, collaboration, creativity and self-expression, whilst experiencing music from a wide range of cultures, traditions and historical periods.

Music also provides meaningful opportunities to explore Catholic Social Teaching, particularly Dignity of the Human Person, Solidarity, the Common Good, and Creation and Environment. Pupils encounter music from different cultures and communities, developing respect for the experiences, traditions and contributions of others. Through singing and performing together, pupils experience the importance of belonging, participation and working collaboratively for the common good.

We aim for every child, including pupils with SEND, to experience success in Music. Through adaptive practice, carefully chosen instruments, modelling, repetition, visual support and scaffolded opportunities, pupils are supported to participate meaningfully whilst maintaining ambitious expectations.

Implementation

Our Music curriculum is delivered through Kapow Primary Music, adapted and implemented within the context of the St Paul's Curriculum. Our two-year rolling programme ensures that pupils encounter a broad and balanced range of musical experiences while developing knowledge and skills progressively.

The curriculum is organised around the development of three interconnected areas:

- Musical knowledge and understanding
- Performing and composing
- Listening and responding

Across the school, pupils progressively develop their ability to:

- sing with increasing confidence, accuracy and expression
- keep and recognise a steady pulse

- explore rhythm, tempo, dynamics and pitch
- listen attentively and respond to different types of music
- perform individually and collaboratively
- play tuned and untuned instruments
- read and use appropriate musical notation
- compose, improvise and develop musical ideas
- evaluate and refine their own performances and compositions
- use increasingly precise musical vocabulary
- recognise and discuss music from different cultures, traditions and historical periods.

Our mixed-age long-term plan ensures that pupils experience a rich variety of musical styles and contexts. Across the two-year cycle, pupils encounter music from South Africa, the Caribbean, West Africa and World War II, alongside musical theatre, film music, jazz, pop art, Roman themes, the Vikings, Ancient Egypt, Holi and musical storytelling. This develops pupils' cultural understanding and helps them recognise that music is an important part of people's identities, communities and histories.

Progression

Musical learning is carefully sequenced so that children revisit and build upon previously taught knowledge and skills.

In Reception and Year 1, children develop their awareness of sound, pulse, movement, singing and musical stories.

In Years 1 and 2, pupils develop their understanding of pulse, tempo, pitch, instruments, singing and musical storytelling.

In Years 3 and 4, pupils increasingly develop instrumental skills, singing technique, rhythm, notation, composition and performance.

In Years 4 and 5, pupils develop more sophisticated understanding of musical motifs, chords, melodies, rhythms, notation, composition and performance.

By Years 5 and 6, pupils are expected to apply their knowledge with increasing independence through composition, notation, musical theatre, theme and variations, film music, performance and the creation of a Leavers' song.

This progression supports the wider St Paul's principle of know more, remember more and become more, ensuring that pupils do not simply complete musical activities but develop a growing body of knowledge and transferable musical skills.

Singing and performance

Singing is an important part of our school musical culture. Pupils have regular opportunities to sing together and perform, supporting confidence, communication, belonging and participation.

Music also contributes to our Catholic life and mission, providing opportunities for pupils to participate in worship, prayer, liturgical celebrations and wider school events. Pupils learn that music can be used to celebrate, reflect, communicate and bring communities together.

Vocabulary and reading

Musical vocabulary is explicitly introduced, modelled and revisited. Words such as pulse, rhythm, pitch, tempo, dynamics, melody, harmony, notation, composition and performance become increasingly embedded as pupils move through the school.

Where appropriate, musical notation and symbols are introduced progressively, supporting pupils to communicate and interpret musical ideas.

Adaptive practice and SEND

Music is made accessible through adaptive teaching. Teachers use:

- visual prompts and notation
- modelling and repetition
- simplified or scaffolded musical parts
- opportunities to rehearse before performing
- carefully selected instruments
- movement and actions
- partner and group work
- technology where appropriate
- alternative ways of demonstrating musical understanding.

This ensures that pupils with SEND can participate fully while still developing meaningful musical knowledge and skills.

Assessment

Assessment is ongoing and informs teaching. Teachers assess pupils through observation, questioning, listening, performance, composition and discussion. Pupils are given opportunities to rehearse, perform, reflect and improve.

Teachers consider both musical knowledge and the application of musical skills, ensuring that assessment is used to identify gaps, provide appropriate support and inform future teaching.

Impact

The impact of our Music curriculum is that pupils develop into confident, creative and increasingly knowledgeable young musicians who understand that music is both a form of expression and an important part of human culture.

By the end of their time at St Paul's, pupils should:

- have developed secure knowledge of key musical concepts and vocabulary
- sing and perform with increasing confidence
- play instruments with increasing control and accuracy
- listen carefully and respond thoughtfully to music
- recognise and discuss a range of musical styles, cultures and traditions
- compose and improvise their own musical ideas
- understand and use simple musical notation
- evaluate and improve their own performances and compositions
- work collaboratively and respectfully with others
- demonstrate perseverance, creativity and confidence
- understand how music contributes to communities, cultures and celebrations.

Most importantly, pupils should leave St Paul's understanding that music is something they can participate in, create and enjoy, rather than something that belongs only to professional musicians.

Through Music, children are encouraged to flourish in God's love, recognising their own gifts and talents whilst appreciating the gifts, cultures and contributions of others.

