Subject: on a Page: Music

Reading

Pupils will have a thirst and love for reading. They will regularly read and be read a wide range of classic and popular texts that are age appropriate.

Music promotes reading through lyric sheets, notation, and vocabulary displays that encourage children to read for meaning and fluency while connecting words to sounds, symbols, and musical concepts. Through clear written instructions, key word banks, and song lyrics, Music integrates reading into musical learning, allowing pupils to apply phonics, rhythm, and comprehension skills in context.

Experiences

Pupils will have a stunning start, marvellous middle and fabulous finish to their learning through school visits, external visitors and innovative projects. Pupils will have the experience of showcasing their knowledge and skills they have acquired in an exhibition.

Children experience music practically and creatively — singing, playing instruments, and exploring genres that broaden their cultural awareness and confidence as musicians. Music offers structured, progressive experiences that allow pupils to build musical skills through hands-on learning, collaboration, and exposure to diverse musical traditions.

Aspirations

Our curriculum opens pupils' eyes to endless possibilities that prepares them to become future global citizens through our School and British Values, pupil leadership committees and community and career links.

Through Music, children are inspired by diverse musical role models and creative opportunities, encouraging them to aim high and believe that music can be part of their future. Music nurtures aspiration by celebrating every child's musical potential and providing experiences that show music as an accessible, lifelong skill — not just a school subject.

Knowledge

Each lesson builds upon prior learning and provides pupils with a deep subject knowledge. It develops pupils' talents and interests through additional subject focus weeks which enhances subject knowledge even further.

The Kapow Music scheme builds pupils' musical knowledge progressively, developing understanding of rhythm, pitch, notation, and key terminology through practical and theoretical learning. Through Kapow, children gain both procedural knowledge — how to perform, compose, and listen actively — and substantive knowledge about musical elements, genres, and traditions.

Well-being

Our curriculum considers and supports the mental, physical and spiritual health of all of our pupils. Opportunities are provided to promote positive learning behaviours to engage with the curriculum and keep them safe.

Music promotes well-being by creating joyful, inclusive musical experiences where every child feels valued and successful, regardless of ability.

Vocabulary

Our curriculum explicitly develops and enhances pupils' vocabulary through direct teaching of subject specific vocabulary. In response to our children's needs, our curriculum strives to equip them with the language acquisition for communication.

Through consistent exposure to subject-specific language in lessons, displays, and videos, Kapow supports children in developing a rich musical vocabulary they can apply across contexts.

Skills

Our curriculum enables children to acquire, practice and apply skills for lifelong learning. Skills are built upon and enhanced throughout each subject and key stage.

Music develops pupils' practical skills in singing, performing, composing, and listening, giving them the tools to express themselves musically with increasing confidence and control.

Subject: on a Page: Music

1 Reading | 2 Experiences | 3 Aspirations | 4 Knowledge | 5 Well-Being | 6 Vocabulary | 7 Skills

Our Seven Steps

Our seven steps underpin the core values and approach to our curriculum.

THE **INTENT** OF OUR CURRICULUM...

By the end of EYFS...

- Listen with increased attention to sounds and respond with movement or expression.
- Explore and engage in music-making and dance, performing solo or in groups.
- Experiment with sound, using voice, body percussion, and instruments to explore rhythm, tempo, and dynamics.
- Create their own songs or adapt familiar ones, expressing feelings and ideas through music.

By the end of KS1...

Children will be able to

- Move their eyes from left to right to read pitch patterns.
- Sing high and low notes including the notes in between.
- Play a pattern of high and low notes on an instrument.
- Read notation from left to right.
- Draw high and low sounds using dots at the top and bottom of a page, respectively.

By the end of KS2...

Children will be able to

- Identify and evaluate the musical features of a song.
- Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fit an existing melody over a four-chord backing track.
- Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Record melodies using letter notation.
- Perform a song with confidence.

IMPLEMENTATION

HOW DO WE ACHIEVE OUR INTENT?

Tacit Knowledge in our Music Curriculum

- Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music.
- Learning how to hold instruments through hands-on experience.
- Understanding pitch and tone in singing through practise and imitation.
- Instinctively moving to music, showing an understanding of rhythm and expression through their bodies.
- Understanding that music can evoke feelings, by listening and reacting to different types of music.

Procedural Knowledge in Music

- How to hold the instrument correctly.
- How to produce different sounds with the instrument.
- How to read the notation in front of them.
- How to play a melody in time.

Declarative Knowledge in Music

- Being able to name musical instruments and their characteristics.
- Understanding musical terminology, such as pitch, tempo, rhythm etc.
- Naming symbols used in musical notation and what they represent.
- Knowing about musical styles and genres and their cultural and historical background.
- Knowing about significant figures in music.

Curriculum design in Music: A Golden thread example

Listening

Beginning to move in time with the beat of the music. **(Y1)**
Confidently moving in time with the beat of the music when modelled. **(Y2)**
Recognising and explaining the changes within a piece of music using musical vocabulary **(Y3)**
Identifying gradual dynamic and tempo changes within a piece of music. **(Y4)**
Comparing, discussing and evaluating music using detailed musical vocabulary. **(Y5)**
Use musical vocabulary correctly when describing and evaluating the features of a piece of music. **(Y6)**

Composition and performance in Music

Composition and performance is enhanced through teacher modelling. Our aim is normalise the children learning alongside us. We wish to create a learning environment of self correction, practise and patience. We aim to relieve the pressure that comes with the idea of an end of unit performance through mini performances, regularly discussing work and having people perform in a low level environment first to remove those concerns.

Curriculum Enrichment in Music

Music opportunities across the school include a dedicated **Choir for Years 5 and 6**, regular **end-of-unit class performances**, and access to **in-school instrumental tuition** delivered by specialist teachers. Pupils can also extend their learning and enjoyment of music through **after-school instrument clubs**, providing a rich variety of experiences that promote confidence, teamwork, and musical progression.

Inclusivity in Music at Blackheath

All children at Blackheath follow the Music curriculum. Practical learning in Music is not differentiated; however, support is provided through adapted resources and responsive teaching. Every lesson includes adaptive strategies to ensure all pupils can access learning. Digital resources are displayed on-screen with accessibility features enabled, such as adjustable text colours and toggles. Videos are available with transcripts and can be supported by *Communicate in Print* symbols, while presentations can also be accessed in audio format. **Sing Up** offers a wide range of songs that include sign language and Makaton symbols to promote inclusion.

Retrieval Practice and Assessment in Music

Every session begins with a *recap and recall* of previous learning so that each lesson effectively builds on knowledge and skills. Each session has specific learning objectives. Teachers assess children based on whether they are working towards, working at or working above the expected standards. Outcomes are then used to determine if any area needs revisiting and recapping in future units.

High Quality Music CPD at Blackheath

We develop staff expertise in Music through targeted CPD informed by staff questionnaires, pupil outcomes, and lesson observations. Training includes model lessons, use of Kapow resources, and ongoing support to build confidence and consistency. Leadership is strengthened through partnerships with **SIPS Music and Arts Service**, ensuring practice remains current and high quality.

IMPACT - HOW DO WE KNOW OUR CHILDREN ARE SUCCESSFUL MUSICIANS?

Children are expressing musical preferences; exploring the impact of musical ideas; understanding how effects are created by combining musical elements.

Children are exploring their vocal skills; developing skills to manipulate sounds on a range of instruments.

Children are recognising the basics of musical notation; reading simple rhythmic patterns; developing the foundational knowledge of how staff and graphic notations can communicate music.

Children are creating and refining the children's own music through improvisation and notation; experimenting with styles and features; employing musical concepts to add interest.

Children are using voices expressively; developing instrumental control and expression; performing as part of a group.