



Music

Intent:

At Hunningley Primary Academy, our music curriculum is designed to provide all children with a purposeful, inclusive, and engaging musical education that nurtures creativity, emotional expression, and cultural understanding. Music is a powerful tool for communication, identity, and joy, and we aim to ensure every child experiences its transformative potential.

We use the Kapow Primary Music Curriculum to facilitate the planning and delivery of music, which is built around six progressive strands:

- Listening and Evaluating
- Creating Sound
- Notation
- Improvising and Composing
- Performing – Singing and Playing
- Inter-related Dimensions of Music (pitch, duration, dynamics, tempo, timbre, texture, structure)

These strands form the vertical concepts that underpin our curriculum, allowing pupils to revisit and deepen their understanding year-on-year. Our curriculum goes beyond the National Curriculum, incorporating guidance from the Model Music Curriculum and Ofsted's Music Subject Review, ensuring our provision is ambitious, inclusive, and research-informed.

We are committed to developing children as musicians, not just learners of musical facts. Our curriculum is designed to build substantive knowledge (musical concepts, vocabulary, and history) and disciplinary knowledge (how to perform, compose, and evaluate music). Pupils are encouraged to explore music from a wide range of genres, cultures, and traditions, ensuring representation and diversity are embedded throughout.

Implementation:

Music begins in EYFS, where children explore sound, movement, and emotion through flexible, theme-based activities. They engage in singing, body percussion, and musical storytelling, laying the foundations for musical learning through play and exploration.

In Key Stage 1, pupils begin to recognise musical elements such as pulse, rhythm, pitch, and dynamics. They explore instruments, respond to music through movement and discussion, and begin to compose and perform simple pieces.

In Key Stage 2, pupils build on these foundations to develop technical proficiency, musical vocabulary, and expressive confidence. They engage in more structured composition and performance tasks, learn to read and apply musical notation, and explore music from different historical periods and global traditions.

We implement our curriculum through:

- Kapow's structured units, which include teacher videos, interactive presentations, and clear progression pathways.

- Exploratory and structured activities, including improvisation, composition, and performance.
- Instrumental learning, including tuned and untuned percussion, with opportunities for whole-class instrumental tuition.
- Oracy development, through collaborative rehearsals, ensemble singing, musical discussions, and public performances.
- Cultural enrichment, including musical genre of the month, themed days, guest musicians, and performances in the community.

Teachers plan with clarity and purpose, using knowledge organisers, retrieval practice, and Rosenshine's Principles of Instruction to ensure learning is embedded. Lessons are inclusive, with scaffolds and adaptations informed by the "Music Four Broad Areas of Need" document and supported by the SENCO.

Each unit is carefully sequenced to build on prior learning and deepen understanding. Teachers receive regular CPD to ensure high-quality delivery and confidence in teaching music, especially for non-specialists.

Oracy and Public Speaking:

A key feature of our music curriculum is the development of oracy skills. Pupils are given regular opportunities to:

- Rehearse and perform in groups and as soloists.
- Discuss and evaluate music using subject-specific vocabulary.
- Express opinions and justify musical choices.
- Build confidence in speaking in front of others through performances and presentations.

These experiences support wider school priorities around communication, leadership, and personal development, preparing pupils to articulate themselves confidently in a range of contexts.

Impact:

Our music curriculum enables children to:

- Develop technical proficiency and expressive confidence.
- Understand and apply musical concepts and vocabulary.
- Appreciate music from diverse cultures and historical periods.
- Build oracy and public speaking skills through performance and discussion.
- Experience music as a powerful tool for emotional and social connection.

We measure impact through:

- Pre-learning quizzes and low-stakes assessments.
- Pupil voice and reflective discussions.
- Performance recordings and scholarly musical tasks.
- Ongoing formative feedback and spaced retrieval.
- Summative quizzes with audio-based questions.

All children participate in at least one school performance annually, with additional opportunities such as:

- Choir performances in professional settings.
- Intergenerational projects with local care homes.
- Charity concerts and community events.
- Instrumental tuition, with funding support for disadvantaged pupils.

These experiences, alongside our progressive curriculum, ensure that children leave Hunningley with a lifelong love of music, a strong sense of cultural identity, and the skills to succeed in the wider world and community.