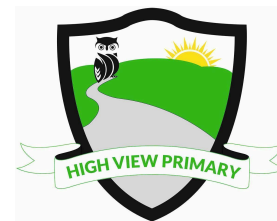


Music



High View Primary

Curriculum Overview



Intent

Why do we teach what we teach?

At High View Primary School, our intent is to inspire a life-long love of music and help every child feel that they are musical regardless of background or starting point. Our curriculum is designed to be ambitious and accessible for all pupils, including those with SEND and those who are disadvantaged. We aim to develop confident, expressive and musically literate children who experience joy, creativity and success through music. We believe that all children, regardless of background or starting point, are entitled to high-quality music education and meaningful musical experiences.

We encourage children to develop music skills of singing, playing tuned and untuned instruments, improvising and composing music, as well as listening and responding to music, using a range of approaches that enable all pupils to access the learning and demonstrate success. Children also develop an understanding of the history and cultural context of the music that they listen to and learn how it can be written down.

At High View Primary, we aim to provide high quality music education and experiences for all our children by following the Kapow scheme of work and by working closely with Sutton Music Trust. Sutton Music Trust provides teachers with access to music professional development, opportunities to hire instruments for lessons and skilled peripatetic music teachers. These partnerships support inclusive practice by helping to remove barriers to participation and ensuring that all pupils can access high quality music provision.

In the Early Years Foundation Stage (EYFS), following the statutory framework, Music begins through Expressive Arts & Design. Children explore rhythm, pitch, and musical expression through inclusive, play-based experiences that are responsive to individual needs and support early communication, creativity and confidence. Our intent is to develop children's musical understanding, creativity, and ability to express ideas through sound and rhythm.

Our music curriculum is designed to:

- Foster a love of performing, composing, listening, and appraising through inclusive engaging experiences.
- Support all children to become confident performers, composers and listeners who can express themselves musically within and beyond school.
- Develop understanding of the interrelated dimensions of music—pitch, rhythm, tempo, dynamics, timbre, texture, structure, and notation—through engaging, practical learning that is adapted to meet the needs of all learners.
- Introduce children to a wide range of musical styles from around the world and across generations, encouraging appreciation of music's social, historical, and cultural context.
- Build inclusive opportunities for children to learn instruments, perform regularly and celebrate musical progress and achievement, with success recognised in different forms.

Our music intent is for every child to feel they are a musician, to experience a sense of belonging and success, and to develop the skills and confidence to create, perform and enjoy music throughout their lives.

Implementation

How do we teach what we teach?

Music is taught weekly across the school, with Reception receiving 30-minute lessons and Years 1–6 receiving 45-minute lessons. Lessons are carefully structured to be ambitious and accessible, ensuring that all pupils, including those with SEND and those who are disadvantaged, can participate and make progress. Provision is further enriched by:

- Our dedicated Performing Arts Room, designed to support inclusive rehearsal and performance opportunities
- A broad collection of percussion and tuned instruments, allowing children to access music through a range of physical, sensory and expressive approaches
- A close partnership with Sutton Music Trust, which supports high-quality, inclusive music provision across the school

In EYFS, children explore sound, rhythm, and pitch through singing, movement, listening, and playing instruments. Learning is responsive to individual needs and starting points, with adults model singing, rhythm, and instrumental techniques, scaffold listening and performance skills, and provide opportunities to perform individually and in groups. This ensures that all children, including those who need additional support, can engage meaningfully and experience success.

We use the Kapow Primary Music scheme, which follows a clear progression and aligns closely with the National Curriculum and DfE Model Music Curriculum. The curriculum is adapted and responsive, enabling all pupils to make progress through high-quality teaching and targeted support. The scheme takes a holistic approach, weaving together key strands:

- Performing
- Composing
- Listening
- The interrelated dimensions of music
- Music history and context, reflecting a diverse range of styles, traditions and cultures

In Year 3, children receive specialist violin tuition from Sutton Music Trust. Reasonable adjustments and inclusive teaching strategies ensure that all pupils can access instrumental learning, and their learning is performance-focused and culminates in an end-of-year concert.

Throughout their time at High View, every child will have the opportunity to:

- Learn the violin in Year 3 through specialist tuition from Sutton Music Trust, with inclusive approaches to remove barriers to learning.
- Take part in regular class and whole-school performances, with success recognised in a range of forms.
- Participate in weekly singing assemblies, borough-wide music opportunities, such as the #MakeMusicWithUs festival, and events such as Young Voices, ensuring pupils can feel a sense of belonging within a larger musical community.
- Access a diverse range of tuned and untuned instruments, such as glockenspiels, djembes, claves, maracas and pianos, so that children can engage with music in ways that suit their strengths, interests and needs.

We implement music through:

- A spiral curriculum model, ensuring key skills and concepts are revisited and built upon over time, supporting long-term learning for all pupils.
- Regular opportunities to sing, play, create, and listen to a wide variety of music.
- The use of instruments, such as glockenspiels, djembes, guiros, rainmakers and vocals, to develop technical skill and expression, offering multiple entry points for participation.

- Weekly singing assemblies and participation in events and borough-wide initiatives, promoting confidence, collaboration and inclusion.

Pupils are encouraged to develop musical vocabulary, explore notation and structure, and reflect on their work with increasing independence and ownership.

Impact

How do we know what pupils have learnt and how they have learnt it?

At High View, our music curriculum aims to equip children with the skills and confidence to express themselves musically, both in and beyond the classroom. All pupils are supported to succeed, regardless of starting point or individual need, and we celebrate progress through children's engagement, enthusiasm, and willingness to perform, explore, and reflect on their musical experiences. Success in music is recognised in a range of forms, including participation, collaboration, creativity and confidence.

In EYFS, children develop rhythm, pitch awareness, and confidence performing or responding to music through inclusive play-based experiences, ensuring they are well prepared for KS1 music experiences.

By the end of their time with us, children will:

- Perform, compose, and listen with increasing fluency and musical understanding, appropriate to their individual development
- Use musical vocabulary to describe and respond to music confidently, with scaffolding and support where needed
- Appreciate a broad range of musical styles and understand how music reflects different times, places, and cultures, fostering respect and cultural awareness
- Recognise how music can be written down to support performance and composition, using a range of notation formats
- Develop personal musical interests and preferences, and express themselves with creativity and enjoyment

While we do not yet use a formal assessment tool for music, we monitor learning informally through:

- Teacher observation and class discussion, ensuring all pupils' contributions are valued
- Participation in lessons and rehearsals, with adaptations made to support inclusion
- Children's responses during listening and appraising tasks, using a range of communication methods
- Reflection and recall during musical activities, supported by prompts and modelling

We are working toward embedding regular performance opportunities for all classes, ensuring every child has the opportunity to participate and be celebrated. These performances include low-stakes opportunities within lessons, class and year-group sharing and whole-school events, enabling all pupils to develop confidence and experience success in performing. As our provision continues to develop, we aim to refine how we track musical progression across year groups, so that progress is recognised for all learners and achievements in music are meaningfully celebrated.