

Music Handbook

Perryfields



Primary



Our Rationale and Ethos

All children at Perryfields Primary school are entitled to a broad, balanced and relevant education suited to their individual needs.

The study of music follows the guidance of the National Curriculum. The skills and knowledge covered include: increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes, listen with attention to detail and recall sounds with increasing aural memory. Use and understand a variety of musical notations.

Aims and Objectives

The teaching of music at Perryfields Primary School aims to enable children to:

- 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 and use technology appropriately.
- 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.

Music in Early Years

The Early Years Foundation stage curriculum is based on seven areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. Music in EYFS is developed by using the 'Music Development Matters in EYFS' guidance along with the KAPOW music scheme.

Pupils in reception will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups

Music in KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically – this is enabled by the use available musical instruments (Glockenspiels)
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music in KS2

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.

Pupils should be taught to:

- play and perform in solo and ensemble (groups) contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Implementation of the Curriculum

The Kapow Music scheme is used to deliver the music curriculum at Perryfields and where possible links are made to our thematic curriculum. Music is taught in each year group as five units across the school year with each unit comprising of five lessons of approximately fifty minutes.

The KAPOW curriculum is designed as a spiral curriculum with these key principles in mind:

- Cyclical: pupils revisit the same skills and knowledge throughout their primary school years.
 - Increasing depth: each revisit covers the skill or area of knowledge with greater depth.
- Prior knowledge: returning to a skill builds upon previous foundations, ensuring continuous growth rather than starting anew.

All teachers have access to a playlist of music. This playlist is used to introduce children to different types of music, often through assemblies. Teachers can then revisit in class time and use in activities across other subjects.

As children progress through the school, we expect them to maintain their concentration for longer periods and to listen to more extended pieces of music. They develop descriptive skills in music lessons, learning how music can represent feelings and emotions. Additionally, we teach children how to collaborate in making music and how individual contributions combine to create harmonious sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Progression of Skills

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. Each class teacher has a copy of KAPOW's progression of skills document to aid their teaching.

Music Units

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Where possible units studied are linked to year group's overall themes.

Kapow provides a classroom-based, participatory, and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group, and individual activities, children have opportunities to explore sounds, listen actively, compose, and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children can use the language of music to discuss it, and understand how it is made, played, appreciated, and analysed. They learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture, and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and collaborate through composition, fostering a sense of teamwork and shared creativity.

As part of developing subject knowledge for teachers we encourage staff to use teaching videos provided by the scheme to support their own development.

Long Term Plan

Perryfields Primary Music long term plan

Kapow - 20 weeks of 4 units. Each unit has a duration of 5 weeks. Teachers may substitute units with planning from other sources like BBC bitesize.

	Unit	Unit	Unit	Unit
EYFS	Exploring Sound	Music and Movement	Transport	Big Band
Year 1	Sound Patterns Fairy Tales	Keeping the pulse My favourite things	Pitch (superheroes)	Musical Symbols (under the sea)
Year 2	Call and Response (animals)	Instruments (musical storytelling)	Pitch (musical me)	(singing on this island)
Year 3/4	Adapting and transposing motifs (Romans) Y4	Changes in pitch tempo and dynamics (rivers) Y4	Ballads Y3	Traditional instruments and improvisation (India) Y3
Year 5	Developing singing technique Vikings (YR2) use adaptive planning there is also (Viking Saga BBC bitesize)	Composition to represent the festival of colour (Theme Holi festival (March))	Blues	South and West Africa
Year 6	Dynamics pitch and tempo (Theme: Songs of World War 2)	Theme and Variations (Theme: Pop Art)	Baroque	Composing and performing a Leaver's song

Music as a Core Part of School Life

Music is a valued and integral part of our school culture. Key musical experiences include:

- **Regular Performances:** Throughout the year, pupils participate in Christmas productions, Class Assemblies and other musical events. A dedicated Grandparents' afternoon provides an opportunity for the whole school to perform.
- **Community Engagement:** Our partnership with Sandwell Music Service enables pupils to participate in local ensembles. Pupils have taken part in the Harmony Sing along 'This is my place' live streaming event as part of mental health week. During the weeks leading up to the event children learnt songs in preparation for the live streaming.

Cultural and Thematic Days

To promote musical diversity, we incorporate music from a variety of cultures and genres. Where possible, we invite specialist musicians to work with pupils, enhancing their musical exposure through workshops such as:

- Bhangra music and drumming workshops

Opportunities for pupils to sing and play music outside of lesson times

Rocksteady Tuition

Rocksteady provides in-school band lessons, fostering a sense of belonging through collaborative music-making. Their inclusive approach helps children build friendships, social skills, and confidence through music.

School Choir

Our school choir is led by a teacher and supported by a Learning Support Practitioner (LSP). The choir is highly popular and regularly performs at:

- School events

Theatre and Concert Visits

The choir have performed at Symphony Hall and other live musical events, ensuring they experience professional concerts and theatre productions incorporating music.

By offering a rich and varied music education, we aim to inspire pupils, foster their creativity, and equip them with lifelong musical skills. We continue to seek new opportunities and improvements to enhance our music program and provide the best possible experience for our pupils.

Assessment, Retrieval Practice and Knowledge Organisers

It is expected that teachers assess the progress of pupils during lessons and units and adapt their teaching accordingly to suit the needs of all pupils. At the end of each unit class teachers will complete the assessment sheet in KRC folder annotating the assessments where necessary to include additional information like knowledge of on-going difficulties for certain pupils (such as keeping time, singing in tune etc). Along with information about a pupil who may be excelling in this area.

Resources

All year groups have access to a variety of musical instruments stored in labelled boxes outside the school hall. This includes a class set of glockenspiels. Additional drums are also available.

Useful links to online resources

[Music - BBC Bitesize](#)

[BBC Ten Pieces](#)

Review Notes

- The handbook is well structured and clearly aligned to the National Curriculum.
- Minor grammar, punctuation, and wording improvements have been made for clarity and professionalism.
- The document demonstrates a strong commitment to inclusive and progressive music education.
- Consider adding a formal review date and named music lead for governance purposes.