



Music at Malin Bridge

‘Music involves singing, listening, playing instruments, composing and learning about the history of the people who make and play music around the world’

“Music lessons make me want to play an instrument when I’m older” Lexi Y4



Vision

A high quality music curriculum will give children an understanding and appreciation of the wide variety of music made around the world, and the cultures and meanings that created it. Our music curriculum gives students the chance to play a variety of pitched and percussive instruments and learn melodies, harmonies and rhythms from different continents and eras. Our aim is for all pupils to become confident performers, composers and listeners.

AT MALIN BRIDGE PRIMARY
OUR PUPILS...



Intent

A curriculum that provides pupils with the opportunity to **develop musical skills and knowledge**.

Pupils will develop the **creativity and confidence** to compose their own music and lyrics. They will develop their **accuracy and precision** when playing instruments so they can **perform** solo or as a group.

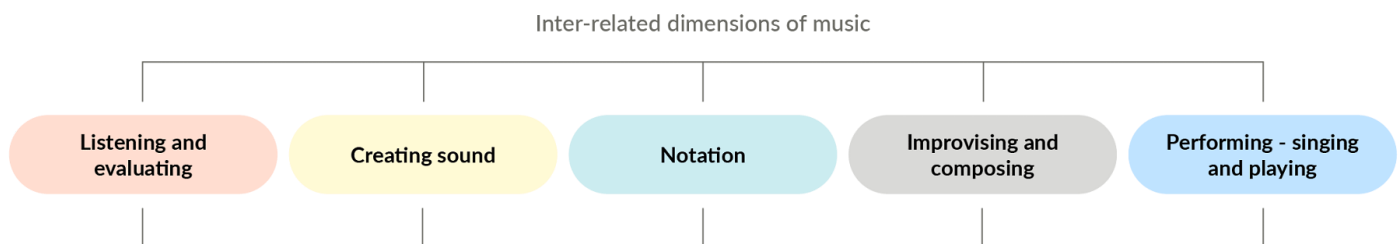
Pupils will know about a **wide range of genres** from different geographical regions, from the present **and the past**. They will understand the way that music changes over time and as people have migrated around the world.

Does the music offer meet statutory and non-statutory guidance?

The music curriculum at Malin Bridge is broadly based on the materials designed by Kapow, which fulfil the statutory requirements for Music as outlined in the National curriculum (2014) and are based on the principles in Ofsted's music research review. The scheme is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from stakeholders. Any updates made are informed by the latest subject-specific research, changes to NC guidance and developments in pedagogy. This ensures the curriculum offer remains **current, effective** and **relevant**.

How is the music curriculum structured?

The music curriculum is structured around the 5 inter-related dimensions of music as outlined in the NC:



These strands, which run through all units, ensure balanced coverage of the different areas of Music and that both disciplinary and substantive aspects are covered.

The Music curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **cyclical** - *pupils return to the key knowledge and skills again and again during their time in primary school.*
- **increasing depth** - *each time a skill is revisited, it is covered with greater complexity.*
- **prior knowledge** - *pupils build upon previous foundations rather than starting again.*



How does the Music curriculum develop knowledge?

Types of Knowledge

Knowledge is defined differently depending on the subject in question. The music research review states that pupils learn Music by acquiring three types of knowledge:

Declarative knowledge

Declarative knowledge ('knowing that')

This is the factual information and concepts pupils learn that can be clearly stated or 'declared'. It includes:

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.

This type of knowledge is most often developed in the 'Listening and evaluating' and 'Notation' strands.



Procedural knowledge

Procedural knowledge ('knowing how')

Playing music is a skill; to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge, including:

- 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.

There is a crossover between tacit and procedural knowledge. While some procedural knowledge may be acquired instinctively, it may also require refinement. Kapow Primary's Music curriculum specifies when this knowledge will be explicitly taught to pupils.

Procedural knowledge is most often developed in the 'Creating sound,' 'Improvising and Composing' and 'Performing' strands.



Tacit knowledge

Tacit knowledge ('knowing intuitively')

Much of the knowledge gained in music learning is gained through experience with music and informal listening, not through direct instruction. Tacit knowledge can be both substantive and disciplinary and includes:

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 practice and imitation.

Understanding that music can evoke feelings by listening and reacting to different types of music.

Tacit knowledge is most often developed in the 'Listening and evaluating,' 'Creating sound' and 'Improvising and composing' strands, where pupils develop an intuitive understanding of music.

How does the Music curriculum support personal development?

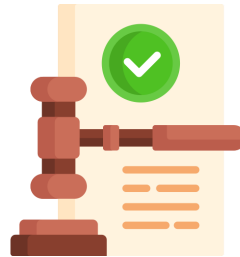
SMSC

The Music offer at Malin Bridge supports spiritual, moral, social and cultural development by encouraging pupils to:

- Explore different perspectives
- Reflect on ethical issues
- Collaborate with others
- Appreciate cultural diversity through subject-specific content.

British Values

Lessons promote British Values by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.



Cultural Capital

The Music offer at Malin Bridge broadens pupils' experiences by introducing them to influential musicians, musical traditions from around the world, and the historical and cultural contexts of different genres.

This ensures they gain the knowledge and skills needed to engage meaningfully with music in society.

Peripatetic Music Lessons

As well as weekly music lessons, pupils also have additional music opportunities through the peripatetic teachers who offer piano, guitar and flute lessons. Children are invited to perform at the end of term concert and assembly to showcase their skills and develop confidence in performing to an audience.

Implementation

Music is timetabled to be taught for a minimum of 1-hour per week to meet the needs of the National Curriculum. Each session provides pupils with the chance to **recap and recall** previously learnt knowledge, before moving on to the main part of the lesson. Teachers use a mixture of **modelling**, guided **practise** and **independent** or **collaborative tasks** to support all learners.

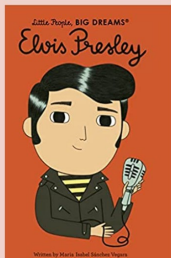
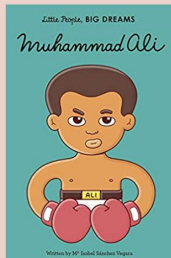
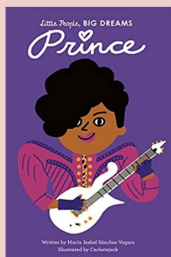
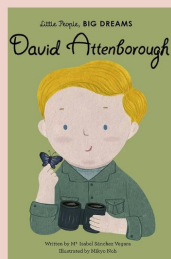
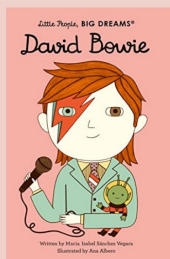
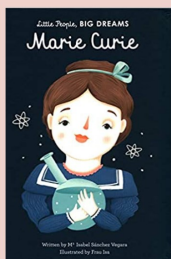


MUSIC CURRICULUM CYCLE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
KS1	Year 1 - Keeping the Pulse Year 2 - Call and Response	Year 1 - Tempo Year 2 - Instruments	Year 1 - Dynamics Year 2 - Singing	Year 1 - Sound Patterns Year 2 - Contrasting Dynamics	Year 1 - Pitch Year 2 - Structure	Year 1 - Musical Symbols Year 2 - Pitch
LKS2	Year 3 - Ballads Year 4 - Percussion	Year 3 - Composition Year 4 - Rock and Roll	Year 3 - Singing Technique Year 4 - Pitch, Tempo, Dynamics	Year 3 - Melodies and Composition Year 4 - Haiku, Music and Performance	Year 3 - Jazz Year 4 - Samba and Carnival Sounds	Year 3 - Traditional Instruments Year 4 - Adopting and Transposing Motifs
UKS2	Year 5 - Composition Notation Year 6 - Dynamic, Pitch and Texture	Year 5 - Blues Year 6 - Songs of WW2	Year 5 - South and West Africa Year 6 - Film Music	Year 5 - Composition Year 6 - Theme and Variation	Year 5 - Looping and Remixing Year 6 - Baroque	Year 5 - Musical Theatre Year 6 - Composing and Performing

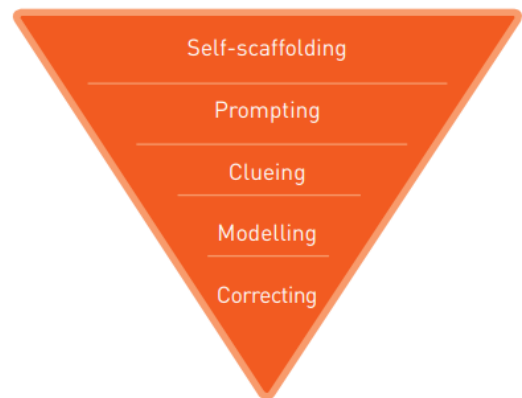
Diversity & Anti-racism Education

The diversity school driver, along with the latest research in anti-racism education, underpins the music curriculum from FS1 to Y6. The music curriculum ensures that units delivered to pupils include a diverse **range of voices, cultures and perspectives**. Chosen songs and artists represent a wide range of **cultures, races, and backgrounds**, and opportunities are planned to discuss **social justice** and how pupils can be advocates for change. Teachers have attended anti-racism training to reflect on their own biases and foster an inclusive and equitable learning environment, ensuring that all pupils feel **respected, represented, valued, and supported**.



Scaffolding and Stretching

Teachers are highly skilled in adapting lessons to ensure they cater to the diverse learning needs of pupils. For those who need additional support and scaffolding, teachers and support staff use a range of techniques. These include providing more time to grasp concepts through pre-teach sessions and extended practise, using bespoke visual resources to support understanding, dual coding information, use of Kagan® structures to aid children's ability to formulate responses, use of knowledge organisers to aid recall of key information, adapted tasks and the opportunity to work with an adult or peer(s). For early graspers who quickly understand new concepts, teachers and support staff provide routine opportunities to extend their thinking. These activities encourage critical thinking, creativity and independent exploration. Flexible lesson structures allow early graspers the opportunity to access tasks sooner, whilst slower graspers have more time to practise skills and consolidate their understanding before moving on to independent work. Support staff are guided by the EEF's self-scaffolding model (*taken from Making Best Use of Teaching Assistants*) which helps to identify the most appropriate level of support for a child. Our goal is to create an inclusive learning environment where every student can thrive at their own pace and level of understanding.



Adaptations for SEND

We are deeply committed to providing an inclusive education that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). Our art curriculum is thoughtfully adapted to ensure that SEND pupils receive the support and accommodations necessary to thrive academically and personally. Teachers know that concepts and language in art lessons can create barriers for pupils. Language is therefore taught explicitly at the start of new topics and pre-teaching of new vocabulary happens where needed. Teachers highlight new words for a lesson, key vocabulary linked to the learning objective, practical skills that will be needed and things to observe, so pupils are clear. Teachers also ensure that all pupils, and especially those with SEND, have appropriate thinking time in order to respond in class discussions and debates. This approach is particularly helpful in increasing participation and build self-confidence.



See the **SEND** booklet for more information.



Assessment: *The Impact*

To help staff make a **summative assessment** of pupils' achievement at key points during the academic year, there are clear skills and knowledge outlined that a child is expected to achieve by the end of each school phase. Children will only be assessed against what they have covered and teachers use their professional judgement to give a PITA (*Point in Time Assessment*) score; these range from 1-6. Please see the Curriculum booklet for more information. Teachers use class questioning, outcomes in books, discussions and the results of tests or quizzes to make this decision.

Unit quiz

Music

Ballads
KS2

8 questions

[Start assessment](#)

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Unit quiz

Music

Blues
KS2

8 questions

[Start assessment](#)

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A range of **formative assessment** strategies are used to help teachers to reshape the learning to meet the needs of all pupils in their class and ensure the pitch of the lesson is appropriate.

The Kapow Primary Music lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Each unit also provides a summative assessment quiz, which allows teachers to measure pupils' understanding at key points. This tool helps gauge how well pupils have retained key knowledge and skills over time.

See the *Responsive Teaching* section and the *Impact* section of the Curriculum booklet for more information.



Malin Bridge Primary School

Chorus Education Trust