



St Michael's CE Primary School

Music Curriculum
2026-2027

Courage to Flourish in the Love of God

Curriculum Intent



At St Michael's CE Primary, our Music curriculum is rooted in our vision, 'Courage to Flourish in the Love of God'. We believe music is a powerful form of expression that enables pupils to develop their God-given talents, communicate emotions and connect with others.



Through music, pupils are encouraged to listen, perform, compose and reflect, developing a lifelong appreciation of music and its place in the world. We aim to nurture pupils' musicality, creativity and confidence, enabling them to think and work like musicians. Pupils are supported to experiment, perform with courage and express themselves through music, developing their own musical voice and growing as confident, reflective learners.

Our curriculum reflects our commitment to inclusion and ambition for all. Every pupil is supported to access and succeed in music, regardless of starting point, and is given opportunities to develop confidence, resilience and independence through a broad range of musical experiences. In line with our whole-school curriculum, pupils explore music from different cultures, historical periods and traditions. This fosters respect, empathy and an appreciation of diversity, helping pupils to understand music as a powerful and shared human experience that brings people together across communities and generations.

Over time, pupils develop the ability to listen critically, perform with increasing skill, compose creatively and communicate meaning through music. By the end of primary school, they are equipped with the knowledge, skills and confidence to continue their musical journey with curiosity, enjoyment and aspiration.

Curriculum Implementation

Curriculum and Sequencing

The Music curriculum is delivered using Kapow Primary and is taught termly across the school.

The curriculum is carefully sequenced using a **spiral approach**, ensuring that pupils regularly revisit key knowledge and skills. Kapow Primary's Music curriculum has been structured with five strands running through each unit: **Listening and evaluating, Creating sound, Notation, Improvising and composing** and **Performing – singing and playing**. The strands ensure balanced coverage of the different areas of Music and that both substantive and disciplinary aspects are covered.

Kapow Primary's Music scheme of work 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.

At the heart of Kapow Primary's Music curriculum is the development of pupils' tacit knowledge — the intuitive musical understanding that comes from rich, varied experiences rather than direct instruction alone.

Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, guided practice, independent application and reflection, adapted to the **St Michael's lesson structure**.

Teachers model techniques and vocabulary clearly, ensuring pupils understand knowledge and skills before working independently. Pupils are given opportunities to rehearse, improvise, compose and perform.



Knowledge and Vocabulary

Key vocabulary is explicitly taught at the start of lessons and revisited regularly. Retrieval practice through 'Do Now' activities reinforces prior learning and supports long-term retention.

The spiral curriculum ensures knowledge and vocabulary are built on over time, allowing pupils to deepen understanding and use subject-specific language with increasing confidence.

Practice, Application & Outcomes

Pupils regularly apply their knowledge and skills through practical work, working towards a final performance in each unit.

Evidence of music is seen within our 'Experience Journals'. Learning is captured in a variety of ways: pupil's work, pupil's opinions/comments, photographs and QR codes.

Progression is evident in pupils' ability to respond thoughtfully to music, improvise and compose with increasing creativity and confidence, and perform with growing technical skill, expression and musicality.



Reading

Reading is central to our Music curriculum. During direct instruction, pupils engage with carefully chosen, age-appropriate texts that introduce key knowledge while explicitly teaching subject-specific vocabulary in context.

Pupils develop fluency, comprehension and help broaden their understanding of the subject, equipping them with the language needed to discuss music with confidence.

Resources

A wide range of resources is available to support the delivery of the music curriculum, including an extensive selection of tuned and untuned percussion instruments. Pupils have access to class sets of glockenspiels, enabling independent and collaborative practical music-making. A dedicated music room provides a well-equipped space for individual instrumental lessons, supporting high-quality musical experiences for all pupils.

Assessment

Assessment is ongoing and closely aligned with the St Michael's Teaching and Learning Framework. Learning is regularly revisited and retrieved to strengthen long-term memory and secure musical knowledge and skills over time. Each lesson concludes with a check for understanding, enabling teachers to assess pupils' progress, address misconceptions and ensure that learning has been successfully embedded.



Diversity

Kapow Primary's Music scheme has been designed to represent a range of cultures, backgrounds and races.

- The scheme's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.
- Within sensitive units, questions have been included to support pupils' lived experiences and backgrounds.
- Where appropriate, colonial choices and their impact on musical issues are explored.

The Kapow Primary Music scheme supports pupils in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.



Year 3 Brass

As part of our commitment to providing high-quality musical experiences, all Year 3 pupils receive weekly whole-class music lessons delivered by a specialist teacher from Birmingham Music Service. Through this programme, pupils learn to play a brass instrument, developing their instrumental technique, musical knowledge and confidence while experiencing the enjoyment of making music together as an ensemble.



Enrichment and Extra Curricular

St Michael's offers a range of extra-curricular music opportunities to enrich pupils' musical experiences beyond the classroom. KS2 pupils can take part in brass and guitar lessons, delivered by specialist music teachers, where they develop instrumental technique, musical understanding and

performance skills.

Our school choir is open to all KS2 pupils with a love of singing, providing opportunities to develop vocal confidence, perform a diverse repertoire and participate in school concerts, church services and community events. These opportunities foster confidence, teamwork, commitment and a lifelong enjoyment of music.



Inclusion

Learning is adapted to meet the needs of all pupils through scaffolding, modelling, and flexible support. Tasks are accessible yet appropriately challenging, enabling all pupils to participate, develop skills, and express their ideas with increasing confidence and independence.

British Values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

SMSC

The scheme 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.

Rights Respecting Schools

Our Music curriculum makes a significant contribution to our Rights Respecting Schools ethos by providing regular opportunities for pupils to develop their musical talents, express themselves creatively and participate in a wide range of musical experiences.

Through carefully sequenced learning, pupils fulfil **Article 29** by developing their musical knowledge, skills and creativity, **Article 13** by expressing their thoughts, feelings and ideas through singing, composing and performing, and **Article 28** through access to a high-quality music education. A broad range of musical experiences, including singing, instrumental performance and the exploration of music from different cultures and traditions, promotes **Article 31**, recognising every child's right to participate in cultural and artistic life. Together, these opportunities help pupils become confident, reflective and respectful young musicians.



Curriculum Impact

The impact of the Music curriculum is seen in pupils' developing confidence, creativity and ability to think and work like musicians. Over time, pupils build secure musical knowledge and skills, enabling them to perform, compose and respond to music with increasing confidence, accuracy and expression.

- Pupils demonstrate progression in singing, playing instruments, composing and listening, with increasing control, independence and musicality.
- Pupils use subject-specific vocabulary accurately to discuss, analyse and evaluate music, including their own performances and compositions.
- Performances, compositions and musical responses demonstrate clear development of knowledge, creativity and technical skill over time.
- Pupils listen critically, reflect on, evaluate and refine their musical work, showing resilience, perseverance and confidence as musicians.
- Pupils make connections between composers, musical traditions, genres and cultures, developing an appreciation of music as a diverse and shared human experience.
- All pupils, including those with additional needs, access the curriculum and make strong progress from their individual starting points.

Pupils leave primary school with confidence, curiosity and the knowledge, skills and appreciation to continue their musical journey with enjoyment and aspiration.

Curriculum Map 2026-2027

	Autumn	Spring	Summer
Nursery	Music Knowledge and Skills – See Nursery Curriculum for more detailed information		
Reception	Exploring Sound	Celebrations	Music and Movement
Year 1	Keeping The Pulse (My Favourite Things)	Sound Patterns (Fairytale)	Pitch (Superheroes)
Year 2	Call and Response (Animals)	Instruments (Musical Storytelling)	Structure (Myths and Legends)
Year 3	Brass Instruments		
Year 4	South Africa	Body and Tuned Percussion	Adapting and Transposing Motifs
Year 5	Composition Notation	Blues	South and West Africa
Year 6	Songs of WW2	Baroque	Composing and Performing a Leavers' Song

Spirituality

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

- The stillness of the mind
- The settling of the soul
- The uplifting of the spirit
- Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way **WOWS, OWS and NOWS** shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities:

Self

Opportunities

- Encourage students to compose or perform music that reflects their personal beliefs, values, and spiritual experiences.
- Introduce mindfulness practices using music, such as guided meditations with calming music or creating soundscapes that promote inner peace.
- Have students explore their own identity by researching and presenting music from their cultural or spiritual heritage.
- Ask students to reflect on how different pieces of music make them feel and what personal or spiritual connections they find.
- Explore how music can be used to express and process emotions, helping students understand and articulate their feelings.

Potential Question Prompts

- Reflect on the emotions that different songs or pieces of music evoke in you. What feelings do they bring up, and why do you think that is?
- Consider a song that resonates with you personally. What memories or experiences does it remind you of, and why is it special to you?
- Think about how you can use music as a way to share your emotions or ideas. What instruments or styles of music do you feel best represent you?
- Reflect on the narratives or messages conveyed in songs. What do you think the artists are trying to communicate through their music?
- Consider how music brings people together. How do you feel when you sing or play music with friends or family?
- Think about the music traditions in your family or community. How do these traditions shape your understanding of music and its significance?
- Consider the emotions you experience when you compose or improvise. What does the creative process mean to you?
- Reflect on the deeper messages in songs that resonate with you. How do these themes connect with your beliefs or values?
- Consider how music can provide comfort during challenging moments. What songs do you turn to when you need support?

Others

Opportunities

- Expressing spirituality through singing together (choir, collective worship)
- Engage students in community music projects, such as performing at local shelters or creating music for community events, to foster empathy and compassion.
- Facilitate music exchanges with students from different cultural or religious backgrounds, promoting understanding and respect through shared musical experiences.
- Study how music has been used in social movements to promote peace, justice, and solidarity, and encourage students to create their own songs with positive messages.
- Introduce basic concepts of music therapy and how music can be used to help others heal emotionally and spiritually.

Potential Question Prompts

- Reflect on the ways music creates connections among friends, family, and communities. What experiences have you had where music helped you feel closer to others?
- Think about how exploring diverse musical styles can broaden your perspective. What have you learned about other cultures through their music?
- Reflect on how music can provide comfort to others. What songs or types of music do you think would help someone feel better?
- Consider how music is used in events like birthdays, weddings, or festivals. How does it enhance the experience for everyone involved?
- Think about the importance of teamwork in music-making. What are some ways you can work with your classmates to create something special?
- Reflect on how your performances or compositions can affect others' feelings. What emotions do you want to evoke in your audience?
- Reflect on how certain songs remind you of special times with others. What memories do those songs bring back?
- Consider how music can be a tool for fostering a positive environment. What initiatives can you create to spread kindness through music?

Spirituality Opportunities:

Transcendence

Opportunities

- Singing religious songs and reflecting on the lyrics in Collective Worship.
- Rhythms, harmonies, and repetitive patterns can induce a trance-like state that allows for deeper self-reflection, inner peace, and connection to the divine or something beyond the self.
- Introduce students to sacred music from various traditions and discuss their spiritual significance.
- Encourage students to compose their own pieces inspired by spiritual themes or texts, exploring how music can express transcendent experiences.
- Use music as a tool for meditation and spiritual reflection, guiding students through listening exercises that focus on the transcendent qualities of sound.

Potential Question Prompts

- Reflect on moments when music has made you feel part of a larger community or experience. What songs or pieces of music evoke that feeling for you?
- Consider how certain songs or melodies uplift your spirit. What messages do these pieces communicate that resonate with your sense of purpose?
- Consider the act of making music as a form of expression that connects you to your inner self. How does the creative process feel spiritual or transcendent?
- Reflect on how music can evoke feelings of awe. What pieces of music make you feel inspired by the beauty of the world around you?

Nature

Opportunities

- Have students create music inspired by the sounds and rhythms of nature, such as bird songs, water flows, or wind patterns, to connect with the environment spiritually.
- Engage students in projects that raise awareness about environmental issues through music, such as composing songs about conservation or performing at eco-friendly events.
- Organise music sessions in natural settings, where students can perform and reflect on the connection between music and the natural world.
- Encourage students to record natural sounds and use them to create soundscapes or compositions that reflect the beauty and diversity of the environment.
- Celebrate the changing seasons with music that reflects the natural world, such as songs about spring renewal or autumn harvests, and discuss their spiritual meanings.

Potential Question Prompts

- What natural object does the instrument sound like?
- How can we use natural sounds in our music to create a deeper connection to the environment?
- In what ways can music help us appreciate the beauty and complexity of nature?
- How can we design musical instruments using natural materials, and what spiritual significance might this have?
- How can we use music to tell stories about the natural world and its conservation?
- How can we use music to celebrate the changing seasons and natural cycles?