

Subject on a page: Music at Langley Park Primary School



At Langley Park Primary School

Our Music curriculum follows the Kapow music scheme. It aims to...

- inspire a love of music and curiosity in children.
- develop essential musical knowledge, skills, and concepts.
- build cultural understanding through diverse musical styles and traditions.
- provide ambitious and engaging lessons, performances, and workshops.
- ensure full NC coverage, nurturing confident musicians.

Curriculum planning

- Follows a spiral curriculum.
- Uses a holistic and progressive approach to teach music.
- Integrates six key strands: listening, creating sound, notation, improvising/composing, performing, and history.
- Units are cross-curricular, teaching singing and playing instruments.
- Children use the interrelated dimensions of music (pitch, duration, tempo, timbre, structure, texture, dynamics) in their work.

Key documents

- Music Vision
- Music LTP
- Music MTP
- Subject on a page
- British Values

Links to our school values and motto

Motto: 'Taking CARE in all we do.'

Our CARE values underpin everything we do in school:



We are kind and look out for each other.



We aim high and strive to be the best we can be.



We show respect to adults, each other and our school.



We aim for excellence in all we do.

In Music at Langley Park:

- We show **compassion** so all pupils feel valued and able to contribute, regardless of their musical ability.
- We show **ambition** through exploring new genres, instruments, and performance techniques.
- We show **respect** by listen attentively and appreciating diverse musical traditions.
- We show **excellence** by encouraging pupils to practise, refine and showcase their musical talents with pride.

Books

Music is recorded in a school journal with evidence that 5 lessons have been taught. Performances are recorded.

In the classroom

Units are taught half-termly i.e. six units per year group. There are 5 lessons to be taught in each unit. Music skills are taught alongside substantive knowledge. Music lessons follow a clear structure, 'Rapid and Recall' where pupils revisit prior learning, learn new knowledge and develop existing skills, whilst consolidating understanding.

SEND

Adapting our Music lessons for our SEND pupils helps to ensure every child can access the learning, enjoy music, and make progress. We do this through:

- Plan to remove barriers
- Simple, clear instructional language
- Visual supports
- Adaptation of tasks and resources
- Multi-sensory learning
- Use of teacher and TA
- Peer support and partner talk

Early Years

During EYFS, our children begin to form the foundations for later learning in Music. Children explore music through singing, playing instruments, moving to music, and listening to a variety of sounds and songs. They develop rhythm, coordination, and creativity through playful, hands-on activities. Music is often linked to stories, role play, and emotions, allowing children to express themselves and build confidence.

Assessment

Assessment within our Music curriculum uses both formative and summative approaches. Each lesson begins with 'Recap and Recall' to review prior knowledge and informally assess readiness. An 'Assessing Progress and Understanding' section within lessons help teachers identify proficient learners and pinpoint specific learning gaps, which are then recorded on an Assessment Spreadsheet. End-of-unit quizzes include multiple-choice and open-ended questions, enhanced by audio clips, assess comprehension and retention of key musical knowledge at the end of a unit. Performance recordings also help teachers review progress, identify strengths and areas for improvement, and document musical development over time.

