

Music at Spring Lane Primary School		
Respect	Resilience	Integrity
Curriculum Intent		British Values
At Spring Lane, our music curriculum nurtures creativity and empowers aspirational thinkers to explore how music shapes and reflects human experience across cultures and time. Through active listening, composing, and performing, children become effective communicators, confidently expressing musical ideas using accurate vocabulary and a growing understanding of musical elements. As expert learners, they develop perseverance, critical thinking, and independence as they respond to a wide range of genres, styles, and traditions. We foster caring citizens by exploring music's role in identity, protest, celebration, and community, helping pupils respect diverse voices and perspectives. Our curriculum also promotes healthy individuals and leaders by building confidence, teamwork, and self-expression—encouraging children to find their own voice and recognise the power of music to inspire change in themselves and others.		British Values are woven throughout our music curriculum by encouraging respect for diversity, celebrating musical contributions from a range of cultures and communities, and promoting individual liberty through creative expression. Children explore how music has been used to unite people, challenge injustice, and reflect societal values across time. Through collaborative performance and critical listening, pupils learn to appreciate different viewpoints, value tolerance, and understand how music can inspire change and strengthen community—helping to shape the inclusive and democratic society we live in today.
At the end of EYFS	At the end of Key stage 1	At the end of Key Stage 2
At the end of the Foundation Stage at Spring Lane, pupils will gain a secure understanding of what music is by exploring a range of sounds, rhythms, and instruments through play and structured activities. Pupils will begin to develop musical vocabulary and awareness of the elements of music, such as pitch, tempo, and dynamics. They will listen and respond to different styles of music and begin to express themselves creatively through singing and movement. Together, these experiences provide a strong foundation for confident musical exploration and expression.	At the end of Key Stage 1 at Spring Lane, pupils will be secure in using musical vocabulary to describe and respond to music they hear and create. They will begin to recognise and repeat rhythmic and melodic patterns and use instruments with increasing control. Pupils will explore how music can represent feelings, people, and places, and will perform simple pieces individually and in groups. These foundations support the development of listening, composing, and performing skills in more structured and reflective ways as they move into Key Stage 2.	At the end of Key Stage 2 at Spring Lane, pupils will confidently use musical terminology to evaluate and compare pieces across genres, cultures, and historical periods. They will build on their practical skills in performing and composing, including reading and creating simple notation. Pupils will develop their ability to improvise, refine, and evaluate their own work and that of others. A cumulative, curriculum enables them to understand the role of music in society and history, and to reflect on how music communicates meaning, identity, and emotion—preparing them as thoughtful, expressive, and collaborative musicians.
Curriculum Implementation – How is music taught?		
At Spring Lane, music is implemented through a rich and progressive curriculum built around Kapow's scheme (Condensed in KS2), enhanced by specialist teaching from NMPAT in Year 4. Rooted in our principle of relevance, lessons connect musical learning to children's lives, cultures, and local context—enabling pupils to understand the role of music in their communities and the wider world. Through experiences such as live instrumental tuition, regular singing assemblies, and exploration of different genres and traditions, children engage deeply with music, gaining technical skills and a lifelong appreciation of the art form. Weekly assembly singing provides all pupils with the opportunity to experience the joy and unity of shared music-making, while developing their vocal skills and musical confidence. In Year 4, pupils also benefit from real instrument teaching through NMPAT, learning to play and perform as part of an ensemble led by visiting musicians. Collaboration is central to our approach: children compose, improvise, and perform together, learning to listen, respond, and create in unison. This shared musical journey nurtures not only musicianship, but also teamwork, respect, and joy in shared achievement.		
Substantive Concepts (Big ideas linked to knowledge) Performing Listening Composing History of music Interrelated dimensions of music.		Disciplinary Concepts (How musicians think and apply knowledge) <ul style="list-style-type: none"> • Continuity and change • Similarity and difference • Chronology • Significance • Interpretation • Cause and consequence.

Impact
<p>The impact of our music curriculum is seen in children who listen actively, perform confidently, and express themselves creatively through a broad range of musical experiences. Because learning is made relevant, pupils are able to connect music to their own identities, cultures, and communities, recognising its importance in the wider world. Our rich, hands-on experiences—including instrumental tuition, live performance, composition, and regular singing assemblies—ensure that knowledge is retained and musical skills are developed through joyful, memorable learning. Through collaboration, children work together to rehearse, compose, and reflect, learning to value each other’s contributions and perform as part of an ensemble. As a result, pupils emerge as expressive, skilled, and reflective musicians, with the confidence to share their musical voice and the curiosity to continue exploring music beyond the classroom.</p> <p>Pupils’ musical knowledge and skills are assessed using the following:</p> <ul style="list-style-type: none"> ● Retrieval practice and revisiting of vocabulary and key concepts in each lesson ● Ongoing assessment for learning through questioning, observation, and live feedback ● Pupil voice to evidence depth of understanding, enjoyment, and progression over time ● Summative assessments linked to performance, composition, or appraisal tasks at the end of a unit
Equity and inclusion – removing barriers
<p>Spring Lane’s music curriculum embraces our core principles of Relevance, Experiences, and Collaboration to remove barriers and promote equity. By connecting music to pupils’ own lives, cultures, and communities, learning is made meaningful and accessible (Relevance). Engaging, hands-on experiences—such as regular singing assemblies, live instrumental tuition with NMPAT, and opportunities to perform and compose—bring music to life and deepen understanding (Experiences). To ensure equitable access, we provide private tuition opportunities through Northamptonshire Music and Performing Arts Trust (NMPAT) and offer subsidised iRock tuition for disadvantaged pupils, enabling all children to develop instrumental skills and confidence regardless of background. The curriculum fosters collaboration through group performances, shared creative projects, and ensemble work, building community, respect, and teamwork (Collaboration). These principles ensure that all pupils, regardless of background or ability, can confidently engage with music, develop essential skills, and grow as expressive, inclusive, and creative individuals.</p>