



100% Excellent Music Entitlement at Fowey Primary School:

**Our shared mission is to provide every learner with
an
exceptional educational experience.**

We live our mission through everything we do with a mindset of
100%.

Intent

At our school, we believe that music is a powerful means of connecting children with themselves, each other and the wider world. Music provides a vital window into the wider world, helping children understand global communities and celebrate shared humanity. Music also strengthens community bonds, supports wellbeing, and fosters joy, discipline, and collaboration. Our curriculum reflects our school's values of **respect, curiosity, and creativity**. We use Music as a universal language to connect our pupils locally and globally, building empathy, cultural capital, and a sense of belonging.

Using the Kapow Primary Music scheme as our core, our aims are that:

- Every child, from EYFS through to Year 6, feels that **they are musical**, and that music is for everyone. They develop a *life-long love, appreciation and enjoyment of music*.
- Children build the skills, knowledge and understanding required to become confident **performers, composers and listeners**.
- In recognition of our small area and local context, we place a particular emphasis on **global musical understanding**: children are introduced to music from all around the world and across generations, teaching them to respect and appreciate the music of diverse traditions and communities. This enables our pupils to see beyond the locality, make connections globally, and enrich their cultural awareness.
- Children develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing, and listening and responding to music. They will understand the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, structure, texture). They will learn how music is shaped by its cultural, social and historical contexts, how it can be written down

and will appreciate music's cultural, social, and historical context across the world.

- Music supports and enriches learning across the curriculum:

History/Geography: exploring cultural and historical origins of world music.

English: rhythm, poetry, lyrics.

Maths: pattern and counting.

PSHE: collaboration and empathy.

Science/DT/Computing: sound production and digital composition.

- Beyond musical-specific skills, through music we build transferable skills that support broader learning: teamwork, leadership, creative thinking, decision-making, presentation and performance. These are particularly powerful in our small-community context, helping children to engage with a wider world. Music develops listening, concentration, memory, coordination, and emotional expression. It builds self-confidence and teamwork, offering pupils a safe space to express identity and explore difference.
- Music is accessible to every learner. We adapt lessons for varied needs using visual aids, movement, repetition, and practical participation. Pupils from all backgrounds are encouraged to participate equally.
- Our curriculum meets the expectations of the National Curriculum for Music and ensures that by the end of key stage milestones children have the foundations and broadened horizons to succeed in secondary school and beyond. Our children will transition to secondary school with secure musical knowledge, vocabulary, and curiosity for future learning.

Intent specific to year groups in our school context

- **EYFS:** We support children's natural curiosity and love of sound and movement, so that their earliest experiences of music build confidence, creativity and a sense of belonging in our community and beyond.
- **Years 1/2 (mixed age):** We build on early experiences, introducing children to a range of music styles—including those from other cultures—and ensuring they begin to recognise and respond to diversity in music and world culture.
- **Years 3/4 (mixed age):** We deepen understanding of musical dimensions and context, exploring varied global traditions and linking them to composing and performing. Children begin to draw meaningful connections between their locality and global musical cultures.

- **Years 5 and 6:** We prepare children for transition, helping them articulate their musical preferences, perform and compose confidently, and understand the cultural, historical, global significance of music. They apply their knowledge to new and unfamiliar musical traditions, strengthening their global awareness and their own musical voice.

Implementation

How we deliver this intent across our school, tailored for our structure of mixed age and discrete year groups:

- We follow the Kapow Primary Music scheme, which takes a **holistic approach**, weaving together the strands of performing, listening, composing, the history of music, and the inter-related dimensions of music (pitch, duration, tempo, timbre, structure, texture, dynamics).
- Our weekly music lesson is timetabled for each class (EYFS, Year 1/2, Years 3/4, Years 5 and 6). We ensure continuity and build-up: the scheme is organised as a spiral curriculum, revisiting prior skills and knowledge and gradually increasing complexity.
- Given our context of mixed-age classes (Years 1/2 and 3/4), units are selected and adapted so that children revisit skills across the years but at varying depths, allowing peer-learning, leadership (older pupils mentoring younger) and consolidation of knowledge. For example, in the mixed Years 3/4 class, older children might take more advanced tasks in a composing unit, while younger children focus on building confidence in performance and listening, or Year 6 class buddies exploring sound with the EYFS class.
- Across all year-groups, we embed **global musical understanding** by intentionally selecting units and musical examples that draw from diverse traditions, continents and time periods. For example: African drumming, South American salsa, traditional Asian instruments, European classical, modern popular world music. Lessons include reflection on cultural context: where the music comes from, how it reflects its society, how it compares with our locality.
- In EYFS: Music and movement, exploring sound and musical stories, big-band style, transport or cultural themes, as in the Kapow EYFS units. The focus is on exploring sound, exploring their voice and body, listening and responding, and beginning to discover music from around the world in an age-appropriate way.

- For Years 1/2: Using Kapow Primary units such as “Keeping the pulse”, “Tempo”, “Dynamics” and “Sound patterns” (with themes like seaside, superheroes, under the sea) we embed global links: e.g., comparing pulse in Western music with pulse in West African drumming, exploring dynamics in Indian classical music, etc.
- For Years 3/4: We deepen to include more instruments (tuned, untuned), more complex rhythm and structure; we explore global genres in greater detail: e.g., samba from Brazil, gamelan from Indonesia, reggae from Jamaica, linking to composition opportunities. We also build cross-curricular links: geography or history links to music from particular cultures or eras.
- For Years 5 and 6: We broaden the scope further: children learn to play tuned instruments, compose in more sophisticated forms, explore notation, understand musical traditions in their cultural, historical and global contexts. They may engage in ensemble work, performance to peers/parents, perhaps collaborate in cross-year activities (Years 1-6 showcase) to reflect unity across our small school.
- We enrich the curriculum through live performances, whole-school singing assemblies (including songs from global traditions), cross-year collaborations, visiting musicians (including world-music specialists), opportunities to perform for parents/community and to link with global themes (e.g., World Music Day, cultural festivals).
- Assessment is built in: Each lesson contains guidance for formative assessment; at the end of each unit there is often a performance or composition that allows summative assessment against the learning objectives. Knowledge organisers and key vocabulary support pupils’ recall and understanding.
- Differentiation and access: We ensure lessons are inclusive with support for less confident learners, extension opportunities for more able and peer-support in mixed-age classes. Teachers receive CPD and support (Kapow teacher videos, scheme guidance) to deliver confidently, especially when dealing with unfamiliar global musical traditions. Kapow Primary’s online teacher videos and lesson plans underpin teacher confidence.
- Monitoring and subject leadership: Our music subject lead oversees curriculum delivery, checks planning and progression, supports mixed-age implementation and ensures global musical links are being embedded. We review impact via planning scrutiny, pupil voice, listening to performances, work samples, as well as engagement in global-music opportunities and community link events.

- Singing and performance opportunities are woven into assemblies and community events.

Impact

Pupils **know more, remember more, and do more** in Music over time.

We expect that by the time children leave our school they will have achieved the following:

- Pupils are **confident performers, composers and listeners**, able to express themselves musically both in familiar and unfamiliar contexts. They understand how music works (pitch, duration, tempo, timbre, structure, texture, dynamics) and can apply that understanding in their own composing, improvising and performing.
- Pupils show an **appreciation and respect for a wide range of musical styles** from around the world. They understand that music is shaped by its cultural, social, historical context and they can make connections between their own locality/experience and global musical traditions. This is crucial in our small-area context: children are outward-looking, curious, and culturally aware.
- Pupils articulate their own musical preferences and know how they might continue their musical journey beyond school: whether as performers, listeners, composers, or simply as culturally aware citizens.
- Pupils meet or exceed the expectations of the National Curriculum for Music at the end of their respective key stages. They leave well-prepared for secondary school music provision or wider musical engagement.
- As a school community we see increased profile and engagement with music: children volunteering for musical opportunities, participation in performances, cross-year collaborations, and links with global musical projects. Our small setting is enriched by music that connects us locally and globally.
- Through music, children's broader skills (teamwork, leadership, creative thinking, decision-making, performance, resilience) are strengthened and transferable into other areas of learning and life.
- Monitoring shows that pupils make measurable progress: formative and summative assessments show children building on prior knowledge, returning to previous skills and achieving more complex tasks as they progress (spiral curriculum effect). Gaps in learning are identified and addressed.

Structured assessment criteria:

Formative assessment through observation, questioning, performance. **Summative assessment** at the end of units (recordings, compositions). Tracking progress via Kapow grids ensures consistency across classes.

Evaluation and Stakeholder engagement:

The **Music subject leader** monitors planning and outcomes. **Pupil voice** and **teacher reflection** inform curriculum development. Findings are shared with **senior leaders and governors** for accountability.

Impact for our specific cohorts

- **EYFS:** children engage with sound and music with confidence, enjoy musical experiences, begin to recognise and experiment with different sounds and cultural music links, and transition into Year 1 with strong foundations.
- **Years 1/2:** children build confidence in their musical voice, begin to perform, improvise and compose in simple forms, and show growing awareness of global musical traditions in age-appropriate ways.
- **Years 3/4:** children demonstrate a deeper understanding of musical dimensions, are comfortable exploring music from a variety of cultures and traditions and produce compositions or performances that show creativity and informed choices.
- **Years 5 and 6:** children are confident in performing and composing, have engaged with global musical traditions in depth, can reflect on how music relates to culture, history and society, can work collaboratively and individually, and leave the school with a strong musical identity and appreciation.