



Subject: Music

Curriculum Intent:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to listen, appraise and perform with increasing confidence and appreciation.

We use Kapow Music School Programme, to support teaching and learning at Kingsway Primary School. It is based on a holistic approach, which encompasses the related skills of playing, singing, listening and creating music. Skills are continually revisited and built upon throughout the learning episodes and as they progress throughout Key Stage 1 and Key Stage 2, resulting in deeper and richer musical outcomes. There are opportunities built in for children to enrich their music offering through performances using instruments and singing. These are further enhanced through after school music clubs, such as ukulele, recorder and choir. Our pupils also look forward to weekly singing assemblies.

Aims and Objectives:

At Kingsway Primary School, we promote enjoyment in music, promote self-expression, encourage participation and performance in singing and instrumental activities and develop confidence and skills in composing, communicating and recording.

The national curriculum for music aims to ensure that all pupils:

- ✓ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ✓ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ✓ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation:

At Kingsway Primary, we follow a carefully constructed and ambitious Music Curriculum that follows the content of the EYFS statutory framework and the National Curriculum.

This curriculum is sourced through Kapow and is delivered through an external agency (VARA). They are a trained music specialist with a wealth of knowledge and appreciation for music. Combined with this skill set and the wealth of online resources, tutorials, lesson sequences and training videos, pupils experience an exciting and engaging music curriculum. Kapow is not only a well utilised tool for staff when delivering music, it also offers regular CPD opportunities to upskill staff, review their scheme or provide guidance on specific areas of music.

In Music, our planning takes into account pupils' prior knowledge and learning in order to carefully sequence their next steps in learning. Teaching and learning is underpinned by opportunities for repetition and practise of essential knowledge, skills and understanding. This ensures that children are able to revisit previous learning and help them to remember in the long term, content taught and how to integrate new knowledge into larger concepts. In music, a lesson will always begin with a rhythm and pulse exercise, giving pupils the opportunity to feel the music and respond to it. Then we enter the listening and appraising part of the session where pupils can discuss music, react to it, listen for different timbres of instruments and make connections to other pieces they have heard within the unit. They are then able to learn the song and perform using instruments and notation. Every lesson progresses carefully, so that performers learn more notes, are able to improvise and compose. By the end of the unit they will have had lots of opportunities to rehearse and have a final performance piece, which can be celebrated with the school.

Each music unit aims to move our children's thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge.

Assemblies also integrate the key skills we strive for our pupils to acquire. The songs we sing are often seasonal but also celebrate songs for collective worship and songs from Jigsaw (our RSE curriculum). The songs bring the school together to celebrate singing, with an emphasis on harmony, rhythm, pitch, dynamics and tempo.

Within the curriculum, we have identified precise and clear end points for each subject for each half term. We are ambitious for all our pupils and expect them to work towards and achieve these end points in all curriculum areas.

KS1 End Point:

By the end of Key Stage 1 pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 End Point:

By the end of Key Stage 2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Impact:

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary. After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the various ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.