



Curriculum Implementation: Computing

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 Charanga, an external agency which houses a wealth of online resources, tutorials, lesson sequences and training videos. This 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.

The aim of our Music Curriculum is to enrich every child's experience by creating an environment where they are motivated to achieve endless possibilities. We are therefore developing our involvement with Edsential and the Music Hubb. It is our aim that every year, one class will be taught a musical instrument by a specialist peripatetic teacher. We also ensure that pupils are taught music by a knowledgeable expert.

Through our curriculum we intend to teach key concepts within each music progressively, building upon previous knowledge within a context based framework, such as the genre of music.

At Kingsway Primary School we have a dedicated team of well trained staff that work hard to reach high standards in everything we do. We actively seek opportunities to develop as professionals through carefully selected CPD in order to acquire the most up subject knowledge.

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.

EYFS End Point:

By the end of Foundation Stage

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

We implement *Charanga* which incorporates well-structured lessons that are progressive in the skills, knowledge and the vocabulary we are hoping our children will acquire. Additionally, it provides opportunities to revise and build on prior learning. Teachers are able to assess within the lesson and differentiate accordingly, such as the instruments provided, the number of notes to be played, the rhythm selected and the way performances are recorded.

Our curriculum recognises that pupils need to be taught key concepts in a way that minimises overload and maximises retention. Staff provide pupils with knowledge organisers at the start of each unit to ensure all pupils have access to key language and episodes of learning. They are able to use this as a point of reference and to develop their understanding of new notes and terminology. Our Music Curriculum is designed to be accessed by all pupils at Kingsway Primary School. Pupils who have special educational needs and/or disabilities follow the Music curriculum with their peers. *Charanga's* lessons are ambitious but easily adapted to meet the individual needs of its learners and we comply with the requirements set out in the new SEND Code of Practice. Staff are skilled at identifying the needs of their learners and in most instances are able to

provide the resources or adapt their lessons to meet pupils' needs within the class setting. If a child's need is more severe we may involve the appropriate external agencies to support the children and make recommendations and assessments.

We believe that music is an essential part of life, integral in the development of a person. We believe that the opportunity to engage in musical experiences is therefore crucial for the development of the 'whole child'. Indeed, learning music promotes all aspects of a child's development - from the motor skills needed to play an instrument, to the mathematical skills needed to keep a pulse; from the listening skills needed when evaluating music, to the social skills needed when performing as part of an ensemble. We therefore ensure that all pupils engage in music, including those who have SEN and/or disabilities, and those who are disadvantaged.

At Kingsway Primary School, we have worked hard to ensure that all our pupils at every stage of their learning journey, have the opportunity to be exposed to reading materials. It is our firm belief that reading is a vital skill, we therefore emphasise it throughout school. Within music we explore song lyrics, using our inference skills to establish meaning. We also look at lyrics for rhythm, language choice and rhyme. Within discrete VIPERs lessons, our children are able to read about periods of musical history, instrument families and significant composers.

At Kingsway, we consider reading to be a vital life skill. We therefore prioritise it and emphasise its importance. We ensure that children read frequently and listen to adults read to them. This develops their confidence, whilst promoting a love of reading for pleasure.