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| Ellwood Community Primary School  Believe, Achieve, Belong | | |
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| Music | | |
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| **Intent** | At Ellwood Community Primary School, we aim to instil a love of music in our children. We value music because it is a powerful and unique art form. It is our belief that high-quality music lessons and experiences inspire children to have a passion for music.  The intention of our curriculum is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.  Children will develop the musical skill of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children to develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children’s development as learners and have a wider application in their general lives outside and beyond school.  Our curriculum enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum and the aims of our scheme, Kapow Music, align with those in the National Curriculum. It covers all aspects of the Model Music Curriculum which was published by the Department for Education. | |
| **Implementation** | Our scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:   * Performing * Listening * Composing * The history of music * The inter-related dimensions of music   Each unit combines these strands within a cross-curricular topic designed to capture pupils’ imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.  **Planning**   * **Long term**: We follow a three-year rolling programme of units taken from our comprehensive scheme of work Kapow Music. These units cover each of the National curriculum attainment targets as well as each of these strands within it. * **Medium term**: Teachers follow the scheme of work and cover the objectives in the skills and knowledge breakdown for music. Our skills and knowledge document shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.   The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.  **Teaching and learning**  Pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works.   * **Range of musical activities** – Activities are drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. * **Range of teaching strategies -** Strategies involve independent tasks, paired and group work as well as improvisation from and teacher-led performances. * **Hands-on lessons -** Lessons incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. * **Differentiation -** Lessons are differentiated where applicable to ensure learning can be accessed by all pupils and there are opportunities to stretch pupils’ learning when required. * **Knowledge organisers –** We have knowledge organisers for each unit which support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. * **CPD –** Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. With Kapow, each unit of lessons includes multiples teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. * Visits and performances from trained musicians gives the children the opportunity to; listen to a range of musical genres and instruments and respond to them, using musical vocabulary. * After-school choir which perform at events throughout the year. * Children take part in Young Voices. * Year 4 learn a music instrument as part of the Whole Class Ensemble Tuition with specialist teachers from Gloucestershire Music Hub. * Children sing for 5 minutes every day with one taught singing session a week.   **Assessment**   * Ongoing assessment during lessons and from tasks completed informs planning for lessons, coverage recorded on skills and knowledge overview and pupil’s progress on Insight Tracker * Monitoring of teaching and learning by subject lead will include lesson observations to ensure appropriate coverage of curriculum | |
| **Impact** | After the implementation of our curriculum, 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.   * Children find music lessons fun and enjoyable. * Children learn to play a musical instrument. * Be confident performers, composers and listeners and will be able to express themselves musically 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. * Children are able to describe the inter-related dimensions of music. * Understand the 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. | |