



# Music

## Intent, Implement and Impact Statement



## Intent

The intent of our music curriculum is first and foremost to promote a love of music and for children to feel they are musical and can participate with enjoyment and passion. We focus on developing musical skills, knowledge and understanding to enable children to become confident **performers, composers and listeners**. As a school, we have chosen to use KAPOW as a central curriculum as it introduces children to music from around the world and across generations. Children will respect and appreciate the music of all traditions and communities.

Children will develop the musical skills 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 they listen to and learn how music can be written down.

The curriculum will also develop transferrable skills such as team-work, leadership, creative thinking, problem solving, decision making and presentation and performance skills. These are vital skills and will help children to develop as positive citizens as they work within our core values of:

*Community*

*Kindness*

*Respect*

*Independence*

*Resilience*

*Positivity*

*Excellence*

*Enjoyment*

The curriculum in place for music ensures pupils meet the end of Key Stage Attainment targets as outlined in the National Curriculum.

## Implementation

The individual strands of performing, listening and composing (History of music in KS2) are woven together alongside the inter-related dimensions of music to create a holistic approach to teaching music.

Each five-lesson unit combines the strands within a cross-curricular topic to help children use their imagination to explore music enthusiastically. 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 within their own improvisations and compositions.

A knowledge progression document identifies what children ‘need to know and remember’ and this is then mapped into a Long Term Plan and more detailed Medium Term planning which supports classroom delivery. A progression document which identifies what children will ‘be able to do’ shows the skills which are taught in each year group and how these develop year on year to ensure children securely meet the requirements at the end of each Key Stage.

The KAPOW curriculum is built around a spiral approach ensuring previously taught knowledge and skills are revisited and built upon. Children progress by tackling more complex tasks and by doing simpler ones better. They develop their understanding and knowledge of the history of music, staff and other notations as well as the interrelated dimensions of music.

In each lesson, pupils will actively participate in different musical activities which are drawn from a range of styles and traditions to help them develop their musical skills and understanding. Lessons utilise independent tasks, paired or group work as well as improvisation and teacher-led performances. Lessons are practical and include movement and dance as well as links across the curriculum.

Using the KAPOW teaching resources, differentiated guidance is available to ensure all pupils can access learning at their levels. Knowledge organisers help children to build strong knowledge foundations by encouraging them to recall facts and the core vocabulary.

To support delivery, each lesson includes videos to ensure staff understand and use the correct vocabulary. Ongoing CPD aids teachers in developing their own musical skills and knowledge.

Music is timetabled weekly for a 30-45 minute session. This enables children to continue to build on their knowledge and skills. Concerts at the end of each term provide children with an opportunity to perform in front of an audience and shares our musical learning with parents and the wider school community.

## Impact

Regular opportunities for formative and summative assessment are built in throughout the units of work. Each lesson provides teachers in assessing pupils against the Learning Objectives and an end of unit performance element supports in a summative assessment of pupils' learning. The use of knowledge organisers encourage the recall of practical skills, key knowledge and vocabulary.

By using KAPOW music, we will ensure pupils leave primary school equipped with a range of skills to enable them to be successful in their secondary education and to enjoy and appreciate music throughout their lives.

By using KAPOW, 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 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.