



# Music Implementation.



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p><b>How EYFS prepares children for the National Curriculum.</b></p> <p>The learning environment supports children in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding. Rather than creating an artificial learning opportunity, staff wait until they observe that a child or group of children have shown a particular interest in a topic. They then help them enhance their chosen area of play by providing additional resources, demonstrating how to use existing resources. Once children are at an appropriate level</p>	<p><b>How we assess key elements.</b></p> <p>Key elements of learning are carefully selected to assess the children against. These are presented to staff as the 'sticky knowledge' that children should acquire in each year group. Progression and assessment is documented by staff by a recording of the performance element of each lesson. This is uploaded onto SeeSaw for staff to refer to when formally assessing children. From this, staff should be able to assess children against the sticky knowledge statements saying whether they are working towards, working at, or working at greater depth in this strand. Staff are able to access exemplars that show what</p>	<p><b>How opportunities planned are for.</b></p> <p>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 that they listen to and learn how music can be written down. Children are encouraged to question the music they are listening and performing in a respectful way, developing their inquisitive skills.</p> <p>Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, questioning, problem-solving, decision-</p>	<p><b>More Able learners</b></p> <p>Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge by encouraging recall of key facts and vocabulary.</p> <p><b>SEND</b></p> <p>We ensure that children with SEND are provided with equal access to a broad and balanced Music curriculum, that is appropriate to an individual's special educational needs.</p> <p>Learning materials, teaching methods and learning experiences are differentiated according to need. Class Teachers ensure that those activities are stimulating and</p>	<p><b>Long Term Plans</b></p> <p>Long term planning is used to ensure that Music fits into a broader topic and promotes links between various strands of learning. Music planning ensures that the learning is layered through the year, ensuring that prior knowledge and skills facilitate positive starting points and good attainment in current learning. 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 and through external tuition, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with</p>



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in their learning, Music teaching will become more formal, introducing the interrelated dimensions of music, composition, listening and performance in its most basic form. This is built upon throughout the children's Music journey through school.

## Moving from Reception into KS1

Children will enter KS1 with a basic understanding of Music through their exploration of Music in EYFS. Children will have experienced some level of formal Music teaching in order to prepare them for the KS1 and further into KS2 teaching of Music. The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing

learners should be able to achieve by the end of each lesson and what those working at greater depth will be able to demonstrate. This aids teachers in their assessment of each individual child and their class as a whole.

## What Formative assessment takes place in Music

Formative assessment is on-going and takes the form of questioning and scaffolding to assess children within the lesson. Teacher's are asked to upload evidence, such as recordings the performance element of each session onto seesaw.

## What Summative assessment takes place in Music.

At the end of each 5 lesson unit teachers are expected to carry out an assessment lesson to

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.

## Enquiry in Music

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. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.

challenging and promote the best attainment for each learner.

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.

Subject leader mapping ensures music progression through the year groups Following the Model Music Curriculum guidance (DfE 2021) our school will be using an external instrumental tutor to meet the suggestion that children in Year 3 or 4 should be offered whole-class instrumental teaching programme. The selected instrument is guitar for year 4 across a whole year. This is a one hour lesson a week and aligns the sticky knowledge and practical experience of music needed for this year group. Other year groups are entitled to half an hour music teaching a week for



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<p>understanding and knowledge of the history of music, staff and other musical notations, as well as the interrelated dimensions of music and more. Each five-lesson 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 and through external tuition, 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.</p> <p><b>Explicit Examples of Progression Composition</b></p>	<p>assess the knowledge the children have acquired. This should inform future planning and any gaps in the children's knowledge should be addressed in future learning. The assessment should be formed from the sticky knowledge and can be created in the form of a quiz, a performance, a presentation. Teachers should use the sticky knowledge grid for each unit to assess if the children are working at expected standard, working towards or working at greater depth.</p>			<p>the majority of the year. For one half term each year, children will access a block of singing tuition for 6 weeks. This session will be 1 hour long. The tutor who delivers this is an external tutor from Lancashire Music Service who is aware of the curriculum aims, intentions and knowledge to be covered. With this being shared with the tutor, full coverage of the National Curriculum can be met and embedded across school.</p> <p><b>Medium Term Plans</b></p> <p>For each unit taught, the Medium Term plan will identify prior learning, establish the vocabulary to be taught, sticky knowledge and key skills. It will identify the progression of the skills and knowledge through the topic, enabling children to make links to prior learning and understand how future learning will develop.</p>
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<p>EYFS</p> <ul style="list-style-type: none"><li>• Playing untuned percussion 'in time' with a piece of music.</li><li>• Selecting classroom objects to use as instruments.</li><li>• Experimenting with body percussion and vocal sounds to respond to music.</li><li>• Selecting appropriate instruments to represent action and mood.</li><li>• Experimenting with playing instruments in different ways</li></ul> <p>Key Stage 1</p> <ul style="list-style-type: none"><li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</li><li>• Combining instrumental and vocal sounds</li></ul>				<p><b>Weekly</b> Weekly planning will be provided through Kapow Primary and teachers should adapt this planning to meet the individual needs of their class and take into consideration any gaps in knowledge. Children will take part in a 30 minute music lesson weekly on the terms where they are not accessing tuition through Lancashire Music Service.</p>
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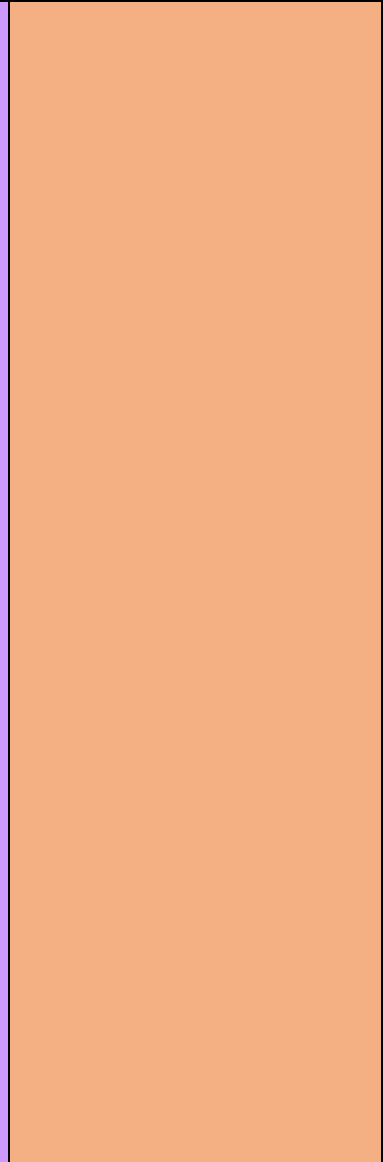
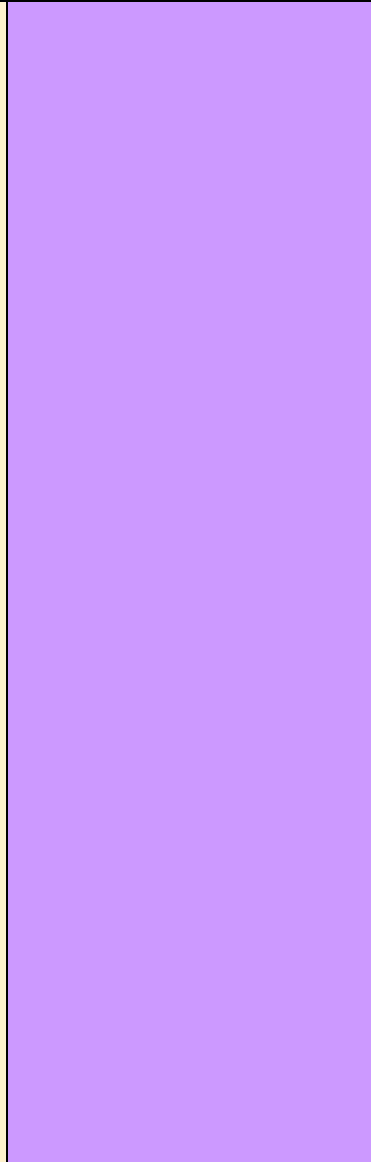
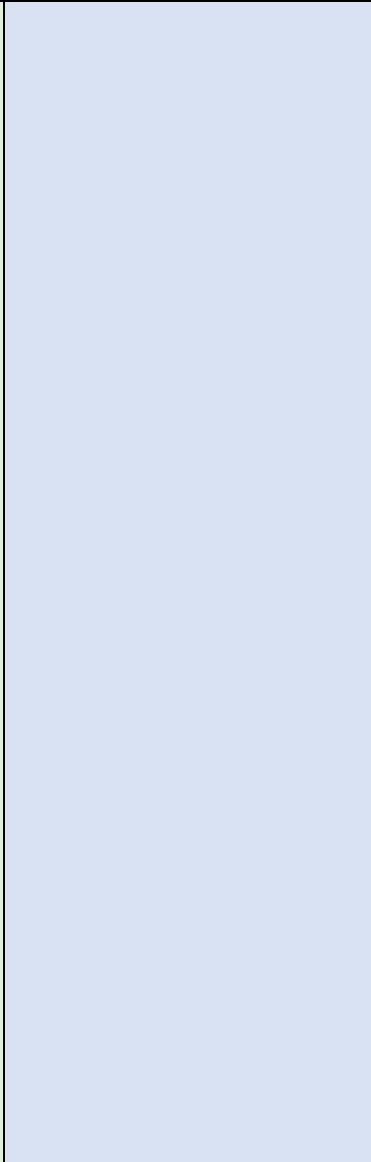
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within a given structure.

- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Beginning to make improvements to their work as suggested by the teacher.

## Lower Key stage 2

- Composing a piece of music in a given style with voices and instruments.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic





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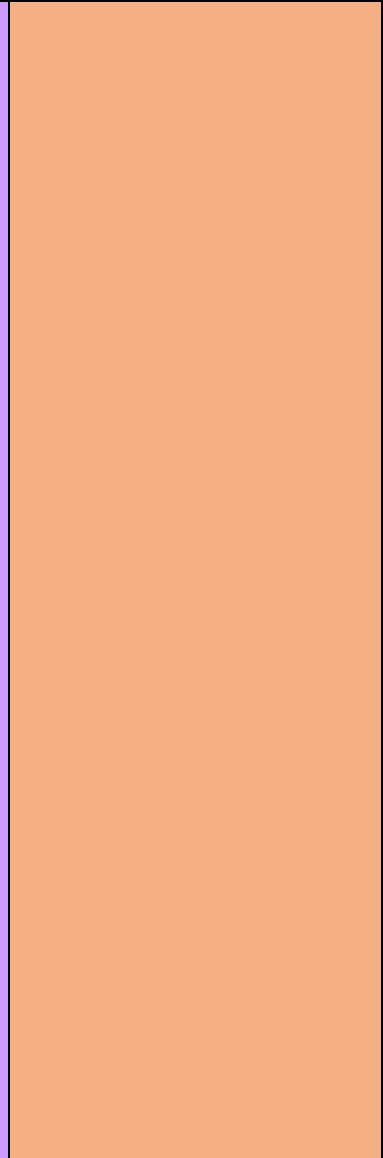
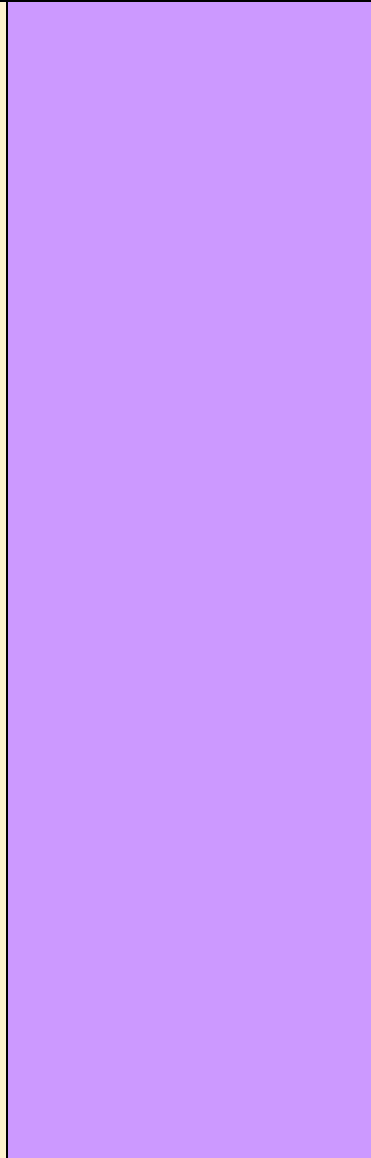
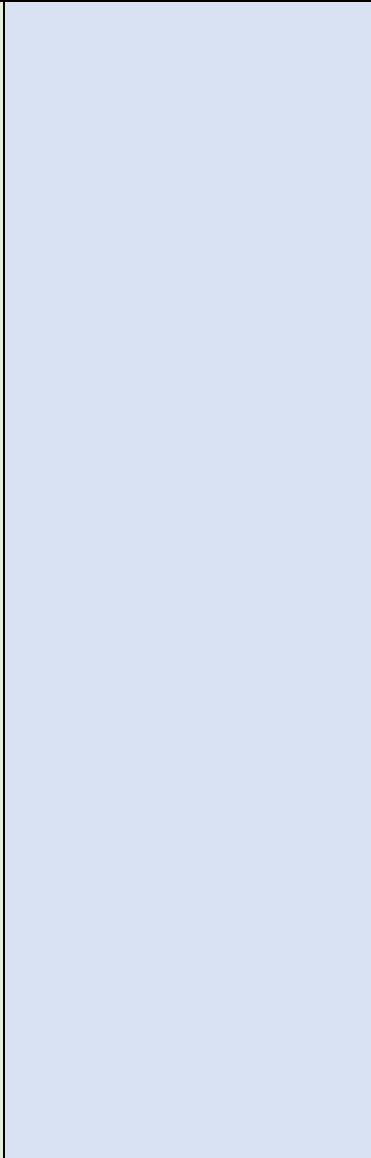


or staff), and key musical vocabulary to label and record their compositions.

- Suggesting and implementing improvements to their own work, using musical vocabulary.

## Upper Key Stage 2

- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest
- Using staff notation to record rhythms and melodies
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating





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improvements to own and others' work.

## **The importance of prior learning to support current learning.**

The expected impact of following this curriculum 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.



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- Understand ways in which music can be written down to support performing and musical preferences.
- Meet the end of Key Stage expectations outlines in the National Curriculum for Music.

This will be achieved through implementation of the scheme which follows a spiral curriculum, recapping prior knowledge and embedding the fundamentals of Music learning.

