

INTENT: We aim to...			Subject on a Page - Music		
Foster a lifelong love of music by exposing children to diverse musical experiences and igniting a passion for music.	Ensure children have the knowledge, skills and confidence to make judgements and express personal preferences about the quality and style of music.	Develop children’s singing and performance skills for their own enjoyment and that of others in the wider community.	Develop children’s ability and confidence to improvise, compose and notate music.	Inspire creativity, self-expression and encourage our children on their musical journeys as well as giving them opportunities to connect with others.	Expose children to a wide genre of music from a variety of historical periods and cultures to appreciate and enjoy.
IMPLEMENTATION: How do we achieve our aims?					
Planning: Each year group learns music through the online scheme Kapow. The scheme takes a holistic approach to music, in which the individual strands (performance, listening, composing, the history of music, the inter-related dimensions of music) are woven together to create engaging and enriching learning experiences. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. All lessons are practical and hands on which consist of movement and dance elements whilst consistently making cross curricular links with other areas of learning. Children have access to a wide range of instruments including glockenspiels, musical desk bells, drums and other tuned and untuned instruments.			Recording: Children record their work in a variety of ways, but the main part is through visual and audio recordings. In some units, children participate in ‘active listening’, recording their thoughts and feelings about music on paper, either in words or pictures. Photographs and videos are taken to evidence children’s progress. children record their compositions using video, graphic notation and standard notation. Class teachers regularly assess children’s progress in music through watching and listening to children’s performances, evaluating their technical, expressive and constructive knowledge.		
Assessment: Using the Kapow Primary Scheme enables for constant monitoring opportunities through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing children against the relevant learning objective. At the end of each unit there is often a performance element where teachers can make a summative assessment of children’ learning. The knowledge organisers for each unit support children by providing a highly visual record of the key learning from the unit which encourages the recall of practical skills, key vocabulary and knowledge. Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to analyse their performances to draw out areas of strength and next steps.			Vocabulary: Different vocabulary is introduced in each lesson which is repeated throughout the unit to embed the correct terminology and definitions. Children learn a wide variety starting from the EYFS where they will be introduced to language such as performance, sound, percussion, pitch and tempo. Key Stage 1 will see children learning the definition of note, conductor, accelerando and stave notation. As children move up to Key Stage 2, they will be introduced to terminology such as major and minor key, minim, melody, ostinato, glissando, counter melody, octave and chromatic.		
Progression in Knowledge and Skills: We follow the Kapow mixed age music scheme. Kapow Music follows a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children will progress in terms of tackling more complex tasks and completing simpler tasks to a higher standard as well as developing understanding and knowledge of the history and interrelated dimensions of music.			Values: Respectful: We show respect for music from different composers and other cultures. We handle all musical instruments with respect and care. Aspirational: We believe we can all be musicians, singers and performers and work hard to achieve this. Caring: We recognise and understand the role music plays in helping people express and process emotions and experiences. Integrity: We show integrity in the music we compose; in the way we appraise the music we hear and the other outcomes we produce. Creative: We experiment with different instruments, vocals and apply our knowledge of different composers to inspire us to create music. Community minded: We share our music with friends, family and the local community.		
SEND: By carefully identifying the barriers which individual children experience, teachers provide a challenging but achievable curriculum for children with SEND. Having high expectations of children with SEND can enable them to realise their potential that the barriers they experience might otherwise present. The Kapow scheme is a spiral curriculum (revisit and revise) which gives all children, including those with SEN, more time and opportunities to understand the concepts and vital knowledge they need to access the learning. Visual and multisensory prompts, visual word maps, working walls and extra time to listen to stimulus music are all examples of ways children with SEND can be supported.			EYFS: In the Early Years, music and movement form a valued part of every-day learning. Listening opportunities are planned to develop children’s ability to listen attentively and to move to and talk about music. Through regular opportunities to listen to music, children are supported to notice and respond to a steady beat by singing, tapping, dancing or using instruments. Children are supported to express their feelings about music and to understand that their response is personal and valued as well as being taught to discuss changes and patterns in music. They learn a range of songs and develop their ability to match the pitch of another person to follow the melodic shape of the song. Children are given opportunities to play instruments to express their feelings and ideas. They are encouraged to create their own songs using their own ideas and inspired by familiar songs.		
IMPACT: How do we know we have achieved our aims?					
Children develop an appreciation of different musical styles. They are inspired to become musicians, singers and performers.	Children confidence and communications skills are enhanced and enriched by participating in productions and performances.	All children gain an understanding of musical notation, playing an instrument, composition, listening and analysing music.	The impact of teaching Music will be seen across the school with an increase in the profile of Music.	Participation in Music develops wellbeing, promotes listening and develops concentration.	Children will achieve the expected standard or above and meet the end of Key Stage expectations outlined in the EYFS and National Curriculum.