



Music

Intent

Critical thinking

The ability to ask perceptive questions and explain thinking.

Vocabulary

An understanding of musical terms and vocabulary.

Diversity

To learn about music and musicians across cultures and through history.

Individuality and sharing

"Think like a musician"

Consider likes and dislikes; be inspired to compose, practise, record and perform music.

Knowledge & Skills

To develop and revisit a range of knowledge and skills, including singing and playing tuned and untuned instruments.

Expression and performance

To enjoy opportunities to develop ability, nurture talent and interests and enjoy expressing ideas and thoughts through musical performance.



Our Amazing ACORN'S Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate, in discussion, composition and performance
- O** • We are open and honest about our thoughts, with empathy and respect
- R** • We respect ourselves and others, different societies and cultures
- N** • We welcome new opportunities to discover and learn, compose and perform
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years R-6 we follow the *Kapow* scheme, a spiral curriculum with built in progression, linked to the National Curriculum, which focuses on the elements included in our intent statement. Revision is built into learning.

Further resources available are recorders, glockenspiels, *Purple Mash* (IT), untuned percussion, *Charanga* resources. We include whole class instrumental teaching within our curriculum.

Organisation

In Early Years, children learn through the specific area of being imaginative and expressive, working towards the Being Expressive and People, Culture and Communities Early Learning Goals.

To allow time to also include whole class instrumental teaching units, and performances, we follow the condensed *Kapow* music scheme, prioritising instrumental elements when necessary.

Elements of music covered

Each unit includes the strands of performing, listening, composing, the history of music and the inter-related dimensions of music. These dimensions: pitch, duration, tempo, timbre, structure, texture and dynamics, are useful in discussion, composition and performance. Children develop understanding of notation, from informal to staff notation.

Singing is a priority for us- we love to sing and to perform.

Enrichment and promotion of music

In Year 4, we enjoy a term of tuition from an instrumental specialist; we also join the Norfolk *Big Sing* and other performance events. Extra-curricular provision includes choir club, and some of our *memorable moments* celebrate music. Classes have displays of the inter-related elements of music. Music is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. The music action plan is updated through monitoring, celebrating success and noting next steps. These are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in music, through building skills and knowledge. In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are those in the *Kapow* knowledge organisers.

We aim for all our children to experience our music memorable moments.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work, including performance. This allows teaching to be modified to promote further learning. *Kapow* provides quizzes for each unit, which also support assessment.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior management team can analyse outcomes and drive further improvement in music.

