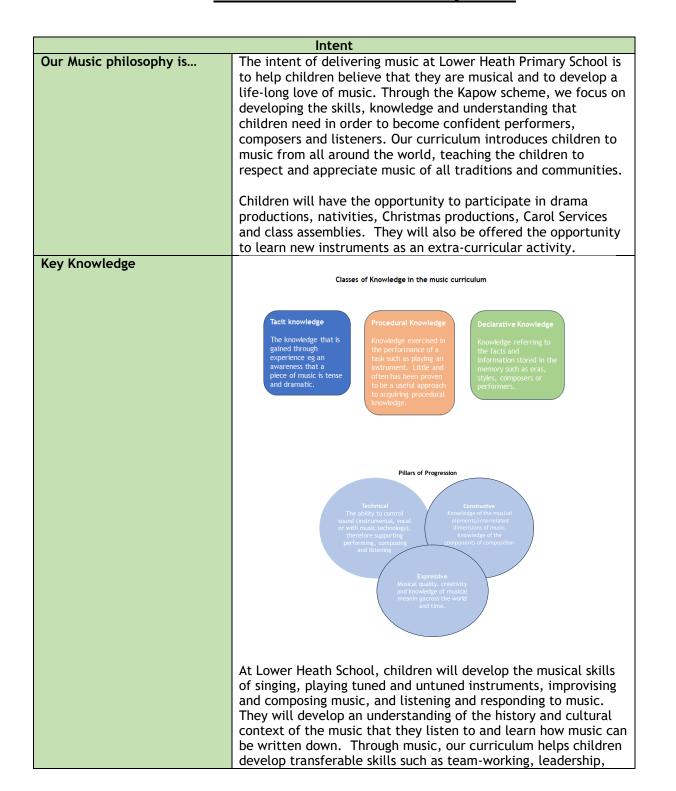








Music at Lower Heath CE Primary School



Golden Thread Equality, Diversity, Inclusion AND Belonging	creative thinking, problem-solving, decision-making, and prestentation 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. In this thread, we develop a culture of inclusion for all where everyone feels proud of their identity and is able to participate fully in school life. We aim to eliminate barriers to ensure that all children have the opportunity to succeed. Children will develop musical knowledge that will enable them to participate fully and to interpret and judge music fairly and equally. Children will learn about genres and musicians from a variety of periods and backgrounds. Through their developing knowledge, they will learn about a diversity of musical traditions, music across the globe and an understanding of how music takes place within cultural, societal and historical contexts.
Implementation	
The curriculum for this subject area is designed using	The Kapow Music Scheme. This 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 5-lesson unit combines these strands within a cross-curricular topic designed to capture pupil's 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 Dynamics And use these expressively in their own improvisations and compositions.
Curriculum coverage in this area is progressive. We ensure this by	Following 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.
If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by	At Lower Heath, we follow a 2 year rolling cycle to allow for mixed age classes. The KAPOW mixed-age planning ensures that knowledge is progressive and is built upon each year.
This subject links with the rest of our curriculum by	Where possible, the Music units decided upon will link with the themes outlined for each term.

Different year groups, and different abilities within a class, are catered for by	Our progressive curriculum allows for mixed-age classes ensuring that children continue to learn new skills. We ensure that abilities are catered for by considering: seating plans, communication with supporting adults, establishing clear routines, considering lighting and noise, offering a range of resources and considering scaffolding for pupils to support their learning. Through these considerations and potential adaptations, we endeavour to support pupils with different abilities to fully participate and succeed.
Trips, visits and the local community support this subject by	Children have the opportunity to listen to live music as part of their learning. In addition to this, children may participate in individual or group music lessons to enable them to learn to play a chosen instrument.
The subject is assessed by	Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit. Each KAPOW unit has a quiz to assess children's understanding of the topic and associated knowledge.
The subject is monitored through	Scheduled music monitoring sessions; with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks and pupil/staff voice.
Staff development in this subject includes	The subject lead attends CPD training in relation to the subject. This is then disseminated to staff during staff meeting times. Each unit in KAPOW has training videos for staff to watch to increase their knowledge of the subject.
Impact	
In music floorbooks you will see	Examples of children's work such as musical scores, group work and photographs of musical experiences. This will also capture children's comments, learning and questions relating to their musical journey. The floor books will follow the children throughout their Lower Heath musical journey and will be referred to enabling the children to recall previous learning and develop this further.
What is the impact of our music curriculum?	Our music curriculum (Kapow) encourages children to develop their creativity through experimentation and individual responses. Children will develop skills to explore, analyse and discuss music in a meaningful way to prepare them for the future. The expected impact 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 reange 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