



## Music at Lower Heath CE Primary School

Intent	
<p><b>Our Music philosophy is...</b></p>	<p>The intent of delivering music at Lower Heath Primary School is to help children believe that they are musical and to develop a life-long love of music. Through the Kapow scheme, we focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world, teaching the children to respect and appreciate music of all traditions and communities.</p> <p>Children will have the opportunity to participate in drama productions, nativities, Christmas productions, Carol Services and class assemblies. They will also be offered the opportunity to learn new instruments as an extra-curricular activity.</p>
<p><b>Key Knowledge</b></p>	<p style="text-align: center;"><b>Classes of Knowledge in the music curriculum</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="background-color: #4f81bd; color: white; padding: 10px; border-radius: 10px; width: 30%;"> <p style="text-align: center; font-weight: bold; color: white;">Tacit knowledge</p> <p style="font-size: 0.8em;">The knowledge that is gained through experience eg an awareness that a piece of music is tense and dramatic.</p> </div> <div style="background-color: #e69d00; color: white; padding: 10px; border-radius: 10px; width: 30%;"> <p style="text-align: center; font-weight: bold; color: white;">Procedural Knowledge</p> <p style="font-size: 0.8em;">Knowledge exercised in the performance of a task such as playing an instrument. Little and often has been proven to be a useful approach to acquiring procedural knowledge.</p> </div> <div style="background-color: #7ed321; color: white; padding: 10px; border-radius: 10px; width: 30%;"> <p style="text-align: center; font-weight: bold; color: white;">Declarative Knowledge</p> <p style="font-size: 0.8em;">Knowledge referring to the facts and information stored in the memory such as eras, styles, composers or performers.</p> </div> </div> <p style="text-align: center;"><b>Pillars of Progression</b></p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="background-color: #4f81bd; color: white; padding: 10px; border-radius: 50%; width: 150px; height: 150px; display: flex; flex-direction: column; justify-content: center; align-items: center; text-align: center; font-size: 0.7em;"> <p style="font-weight: bold; color: white;">Technical</p> <p>The ability to control sound (instrumental, vocal or with music technology), therefore supporting performing, composing and listening.</p> </div> <div style="background-color: #4f81bd; color: white; padding: 10px; border-radius: 50%; width: 150px; height: 150px; display: flex; flex-direction: column; justify-content: center; align-items: center; text-align: center; font-size: 0.7em;"> <p style="font-weight: bold; color: white;">Constructive</p> <p>Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components of composition</p> </div> <div style="background-color: #4f81bd; color: white; padding: 10px; border-radius: 50%; width: 150px; height: 150px; display: flex; flex-direction: column; justify-content: center; align-items: center; text-align: center; font-size: 0.7em;"> <p style="font-weight: bold; color: white;">Expressive</p> <p>Musical quality, creativity and knowledge of musical meanin gacross the world and time.</p> </div> </div> <p>At Lower Heath School, 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. Through music, our curriculum helps children develop transferable skills such as team-working, leadership,</p>

	creative thinking, problem-solving, decision-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.
<b>Golden Thread</b>  Equality, Diversity, Inclusion AND Belonging	<p>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.</p> <p>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.</p>
<b>Implementation</b>	
<b>The curriculum for this subject area is designed using...</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Performing</li> <li>• Listening</li> <li>• Composing</li> <li>• The history of music</li> <li>• The inter-related dimensions of music</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Duration</li> <li>• Tempo</li> <li>• Timbre</li> <li>• Structure</li> <li>• Texture</li> <li>• Dynamics</li> </ul> <p>And use these expressively in their own improvisations and compositions.</p>
<b>Curriculum coverage in this area is progressive. We ensure this by...</b>	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.
<b>If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by ....</b>	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.
<b>This subject links with the rest of our curriculum by ....</b>	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.
<b>Impact</b>	
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?	<p>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.</p> <p>The expected impact is that children will:</p> <ul style="list-style-type: none"> <li>• Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school</li> <li>• 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</li> <li>• Understand the ways in which music can be written down to support performing and composing activities</li> <li>• Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Meet the end of key stage expectations outlined in the national curriculum for Music</li></ul> |
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