

## Music Curriculum Statement

"Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything."  
Plato

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study>

### Overview

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to understand better the world they live in. Besides being a creative and enjoyable subject, music is also a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

### Intent

At Thomas Gray Primary School, we aim to engage, motivate and inspire pupils to develop a love of music and to make it an enjoyable learning experience.

Music is a unique way of communicating which can inspire and motivate pupils.

It is a vehicle for personal expression, and it can play an important part in children's personal and cognitive development. Our music curriculum aims to reflect the culture and society that we live in, so that the teaching and learning of music enables children to better understand the world they live in. Music also plays an important part in helping children to feel part of a community.

We provide opportunities for all children to participate in a variety of musical experiences – to create, play, perform and enjoy music in a variety of settings throughout the school year. This aims to build up their confidence, resilience and self-esteem.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen to and appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

As the children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

It is important that they are given the opportunity to experience and study a range of historical periods, genres, styles and traditions and cultures.

We teach children to make music together, to understand various ways of writing music and to compose pieces.

## Implementation (EYFS)

Kapow Primary's Music scheme 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 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, 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.

The instrumental scheme lessons complement the Kapow Primary scheme of work and allow lower key stage pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

## Implementation (Years 1-6)

Junior Jam have created a full comprehensive curriculum that they implement across the academic year. This is done by teaching three core subjects, Music Theory with Keyboards, Song writing with Glockenspiels and Singing, which are delivered across three half terms throughout the year. The remaining three half terms within an academic year will be instrument focused in order to ensure pupils have the opportunity to perform on a variety of tuned and untuned instrumentation from a wide range of different cultures. Equipment is rotated around Junior Jam instructors ensuring a well-rounded mix of instrumentation.

### Core Subjects

- Singing
- Music Theory with Keyboards
- Song writing with Glockenspiels

### Instrumentation Subjects

- Boom whackers
- Electric Drums
- African Drums

- Ukuleles
- Class Jam
- Percussion
- Samba Drumming
- Keyboards
- Steel Pans

To ensure that the curriculum is progressive and differentiated from year group to year group, the three core subjects your pupils will study are year group specific. When pupils commence one of the instrumentation courses, unless they have prior knowledge and experience of the instrument, they will begin by learning the basics of the instrument and will progress through the levels year by year.

Lessons are 45 minutes to 1-hour sessions for a full academic year. We will show our intent through the use of progression maps and curriculum link documents that will evidence how each of our activities hit certain national curriculum points.

We do all of this in the hope that at the end of an academic year, pupils will have accessed a wide range of musical experiences and developed their musical understanding in order to continue their musical journey.

Furthermore, pupils from EYFS to year 6 experience opportunities to see live performances which often include live theatre and musical concerts performed by professional musicians e.g. at the Philharmonic Hall.

### Impact (Years 1-6)

Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher.

When pupils have completed each music course with Junior Jam, they will reflect on their learning and contextualise their knowledge. Pupils explore a broad range of musical elements and develop the tools they need to continue their musical journey in either a listening, composing or performance capacity.

We understand the importance of monitoring not just progression within music, but also achievement. There are a number of ways that we monitor your pupils' progression and development which you can access to evidence the success of our courses and these are comprehensible, thorough and deep dive compliant.

Junior Jam measure and evidence the impact through the following methods:

- Verbal feedback throughout lessons and after performance opportunities
- Session Forms – These are weekly reports on whether the learning objective for the lesson was achieved which are accessible via your school portal.
- Course Evaluations – These are half-termly reports for each class, measuring how the class performs against a range of statements specific to the course, allowing our instructors to track how the class performs against national expectations.
- Reporting and Assessing – These are individual grades for each child covering attainment,

behaviour and progression within the course which will be given should a school choose to opt into our Reporting and Assessing programme.

We also encourage school staff, whether this be class teachers or SLT, to view musical performances in class which will offer encouragement to pupils in their performance capabilities as well as understanding the class's performance ability.

In addition, we measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Staff meetings with opportunities for dialogue between teachers.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence and images of the pupil's practical learning.
- A reflection on standards achieved against the planned outcomes.

### Impact (EYFS)

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The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

The expected impact of following the Kapow Primary Music scheme of work 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.
- ✓ 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.

Music is monitored by the subject leaders throughout all year groups using a variety of strategies such as, work scrutiny, staff discussions.

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- Photo evidence and images of the pupil's practical learning.
- A reflection on standards achieved against the planned outcomes.

At Thomas Gray Primary School our Music provision will impact our children in the following ways  
Our children will be able to:

- Sing and use their voices.
- Create and compose music on their own and with others.
- Use technology appropriately.
- Understand and explore how music is created, produced and communicated.
- Understand the work of great composers and musicians.
- Enjoy and have an appreciation for music.
- Use musical language.
- Make judgements about the quality of music.

