

Music at Cam Hopton

Life in all its Fullness

I am a musician

Our vision for Music:

- *I can perform, listen to and evaluate music across a range of genres*
- *I can use my voice to create music on my own and as part of a group*
 - *I understand a range of musical terminology*
 - *I am developing an understanding of the history of music*

Intent

At Cam Hopton we aim to celebrate 'Life in all its Fullness' and inspire creativity, self-expression and opportunities to connect with others.

We hope to foster a lifelong love of music and the opportunity to experience playing musical instruments.

Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. By listening to different musical styles, finding their voices as singers and performers and their confidence as composers, our aim is for children to become reflective, imaginative musicians.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Have opportunities to play a wide range of musical instruments
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip-hop, Pop, Rock etc.

- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have different opportunities to take part in performances
- Have opportunities to develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills which will have a wider application in their general lives outside and beyond school.

Implementation

At Cam Hopton we follow *Kapow Music Scheme* which provides teachers whether they are specialist or not, with week-by-week lesson support for each year group in the school. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and are therefore supported as much as possible. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. The scheme supports all the requirements of the national curriculum and where possible teachers link music lessons with the Cornerstones wider curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme offers an integrated, practical and exploratory approach to musical learning.

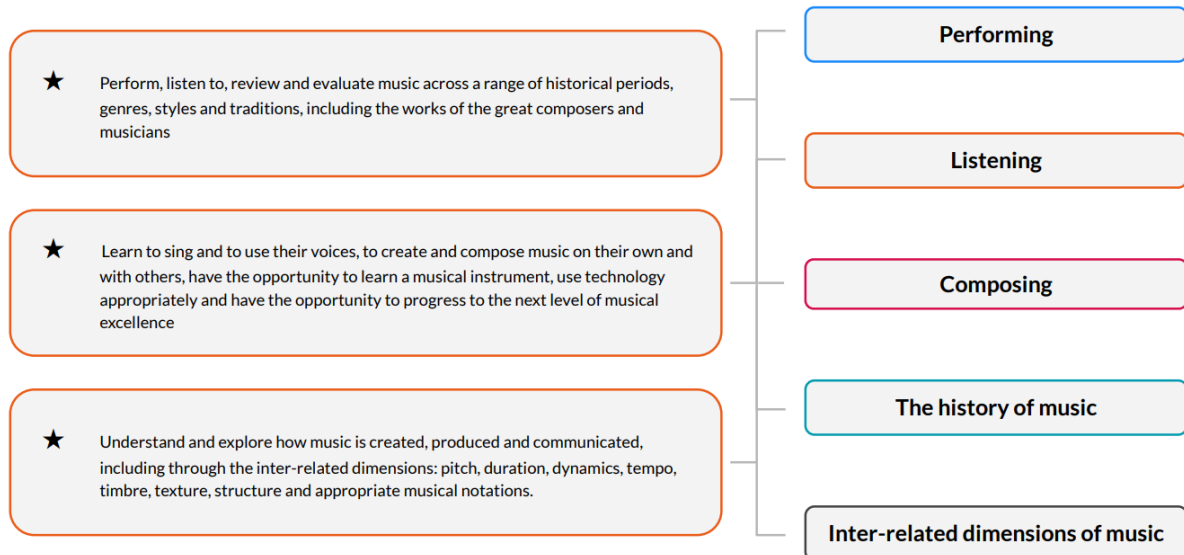
Interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

The Kapow scheme of work fulfils the statutory requirements for music as outlined in the National Curriculum (2014) and aligns with the Department for Education's Model Music Curriculum (2021).

The National Curriculum for music aims to ensure that all pupils attain the starred objectives below. From these aims Kapow have identified five strands which run throughout the scheme of work. The National curriculum mapping

document (which can be found under music on Cam Hopton website) shows which of Kapow Primary's units cover each of the National Curriculum Attainment targets as well as each of the five strands. National Curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.



The inter-related dimensions of music are:

- Pulse
- Pitch
- Duration
- Dynamics • Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation and are often referred to as the elements of music.

These are the building blocks of music and therefore run throughout the scheme of work as an overarching strand.

Musical teaching and learning is not neat or linear. The strands of musical learning are part of the learning spiral. Kapow Primary's Music scheme has been designed as a spiral curriculum 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, musical notation and the interrelated dimensions of music. The Kapow scheme follows these key principles:

- ✓ Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.

- ✓ Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.

- ✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills and supports teachers to plan for a deeper learning, knowledge, understanding and skills.

The music scheme of work is organised into units. Within each unit, lessons must be taught in order as they build upon one another, however the units themselves do not need to be taught in the suggested order.

Each five-lesson unit combines the strands of performing, listening, composing, the history of music and the inter-related dimensions of music 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 and use these in their own improvisations and compositions. Lessons are hands on and incorporate movement and dance elements.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

As recommended in the Model music curriculum Lower Key Stage 2 pupils will develop their expertise in using a tuned instrument for a minimum of one term per year by using the instrumental scheme lessons, also found within the Kapow scheme.

The National Curriculum mapping document show which of the units cover each of the national curriculum attainment targets and each of the strands within it. The Progression of skills and knowledge document (also found in the music file of the website) shows the skills that are taught within each year groups and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.

Impact/Assessment

The music 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.

Pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and be able to enjoy and appreciate music through their lives.

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.

Children are also offered wider opportunities to show their wider understanding through learning an instrument with peripatetic teachers who work within the school. Some children are able to work with IRock on a weekly basis.