

## Intent

### GROWTH:

We want pupils to develop the confidence to create, play and perform music, and develop the skills to appreciate a wide variety of musical forms.

### RESILIENT:

Learning to play a new instrument can be challenging. We want all children to be confident by performing and stepping outside of our comfort zone.

### OPPORTUNITIES:

Pupils will be exposed to different music from the world. They will have the opportunity to play instruments and perform in front of audiences. Children also have the opportunity to take part in music sessions led by outside agencies.

### WONDER:

The world is full of awe and wonder. We try to make the most of our instruments we have in school. Wonder is further developed through performances inviting parents and grown ups into school.

### TEAM WORK:

Each lesson should incorporate opportunities for paired and group work .

Children can experience live performances and an opportunity to work collaboratively as musicians.

### HEAD, HEART, HANDS:

Pupils will be encouraged to develop a positive mind-set, by listening to a range of music.. Listening, making music and playing musical instruments is beneficial to mental, physical and emotional health. Pupils will develop the confidence to 'just give it a go'

## Subject on a Page

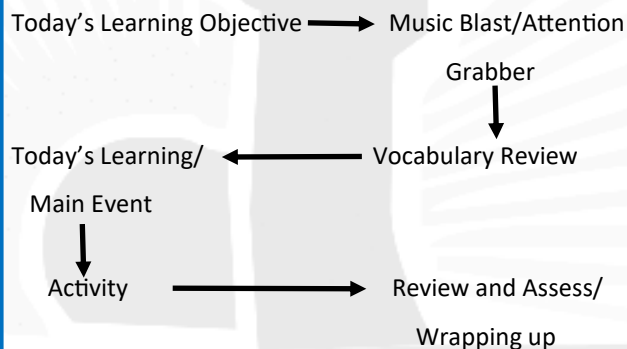
# MUSIC

### Implementation: Planning

We use the Kapow scheme to support our teaching of Music ensuring coverage of knowledge and skills from the National Curriculum.

Pupils receive a weekly lesson that is supported through regular recaps of learning.

### Implementation: Learning Sequence



### Implementation: Teaching and Learning Pedagogies

Each Music lesson begins with a 'Recap/recall and Attention Grabber; an opportunity for children to retrieve prior knowledge which will aid them with their learning in that lesson/topic.

The Kapow scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning.

### Implementation: Resources

Music store room containing a wide range of musical instruments

- ⇒ Kapow-fully comprehensive scheme with resources provided.
- ⇒ Confident staff members delivering lessons

### Implementation: Curriculum Links

Cross-curricular links are included throughout our Music units, allowing children to make connections and apply their skills to other areas of their learning.



### **Implementation: Environment**

Classroom displays are expected to be functional working walls that aid teachers in their delivery and pupils in their learning. Therefore, a section within the classroom will display the relevant knowledge navigator and key vocabulary for the current unit of work. This may be added to or changed when necessary.

The positioning of table and chairs will be situated appropriately when active learning is taking place and additionally when group work/paired work is happening. The tables will be cleared.

The classroom will be a prepared and organised environment ensuring children feel equipped and ready for learning. Furthermore, having clear expectations within the classroom environment is essential to allow children to listen and respond well to both the teacher and each other. In turn, this will enable children to feel comfortable, willing and enthusiastic to participate in lessons.

### **Implementation: Feedback**

Pupils are given regular, immediate feedback in lessons as this can have the biggest impact on learning. This is crucial when children are participating in activities. In addition to this, pupils are informed of their progress towards their learning objectives through verbal feedback. Where appropriate, some videos may be made. In some situations, pupils may provide peers with feedback.

### **Implementation: Support**

Quality first teaching strategies to support all learners to reach their full potential.

Use of questioning to guide pupils to self support.

Scaffolding of tasks where appropriate to support independence whilst continuing to access the intended learning outcomes.

Direct adult support on a 1:1 or small group as required.

Learning challenges to stretch the more able.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all.

### **Impact: Evidencing**

Videos recorded and saved on the T Drive are forms of evidence.

Each class has a year group folder.

### **Impact: Assessment**

Music Blasts/Attention Grabber tasks at the start of each lesson to assess prior learning and retention.

The impact of the scheme can be monitored continuously through live formative assessment (with both the whole class and individuals) alongside summative teacher assessments based around our 'Head, Heart, Hands' principles of assessment.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and a multiple choice assessment quiz is provided at the end of each unit.

### **Impact: Monitoring**

Follow the school's tiered approach to monitoring.

Questionnaires, pupil voice, learning walks and staff voice play an important part of our tier 1 monitoring.

Further monitoring through an annual more in depth dive with SLT.

