



Winslow School Statement of Intent for Music

Vision:

At Winslow Church of England School, our vision is '**Let your light shine**'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Our first and foremost aim is to help children to feel that they are musical, and to foster a life-long love of music. In our ever-changing world, pupils need to have awareness of different cultures and history and the confidence and curiosity to explore these in a respectful manner. 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 and across generations, teaching children to respect and appreciate the music of all traditions and communities. Furthermore, through our active, engaging and purposeful curriculum, children develop transferable skills such as team-working, leadership, 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.

At Winslow CE School we use 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:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

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, demonstrate 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.

Our National Curriculum coverage outlines how the units cover each of the National Curriculum attainment targets as well as each of the strands.

Our progression of knowledge and skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. The Kapow Primary scheme follows 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,

musical notations and the interrelated dimensions of music.

Intent

At Winslow C of E School, we recognise that music is a large part of our daily life and is influenced by different cultures and experiences which impact the way in which we develop social and emotional skills. Music can have a positive influence on the behaviour and social, emotional well-being of pupils as well as link across the curriculum. We believe that every child can be successful and achieve in Music and we aim to develop a love of learning in Music.

We have high expectations for all of our children and our aim is that they become passionate about music, experience a diverse range of musical genres and use this to help them to understand the world around them by providing opportunities for listening, composing and playing instruments. Throughout the programmes of study, the children will acquire the statutory requirements of the curriculum and beyond. Our musical curriculum explores social themes as well as developing skills in listening, singing, musicianship, notation, instruments, improvising, composing and performing; underpinned by our school values. Through the use of practical lessons and collaborating learning, we provide opportunities for our children that they may not get outside of school while developing links with our school community.

Music teaching is good at Winslow C of E School when:

- there is a balance of listening, singing, musicianship, notation, instruments, improvising, composing and performing
- lessons are engaging and accessible for all
- children have opportunities to explore musical instruments and musical pieces through listening and discussion.
- lessons are well resourced
- children understand and use musical language

Purpose of Study

At Winslow CE School we are committed to providing all children with learning opportunities that engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The teaching of Music at Winslow CE School inspires creativity, self-expression and encourages our children on their musical journeys, as well as giving them opportunities to connect with others.

Music offers opportunities to:

- sing and use their voices individually and in a group
- create and compose music on their own and with others
- have opportunities to learn a musical instrument
- 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 opportunities to play a wide variety of instruments
- have different opportunities to take part in performances

Implementation

Our Music curriculum follows the New Model Music curriculum (2021) through the use of the Kapow Primary Music scheme which uses skills progression through the areas of: Listening and responding to Music, Understanding and Using the Language of Music and Developing Performance and Awareness skills. Weekly music lessons take place from Reception through to Year 6.

Each lesson will follow the given sequence with children given opportunities to discuss the music and share their opinions in a way which honours our school values.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

While Music is taught as a discrete subject in weekly lessons, it is also taught across the curriculum through various cross-curricular topics, and special events through the year (Harvest, Mother's Day, Easter etc.). Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music.

A weekly piece of music and songs in Collective Worship allows the children opportunities to listen and respond to a wide range of music as well as develop children's singing skills and gain an understanding of how ensembles work. Performances, such as Christmas Nativities and end of year shows, as well as the various church services throughout the year, demonstrate that music is important to the life of the school. Extracurricular activities, such as peripatetic music lessons, also provide children with experience of making music.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. 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 when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum, therefore 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. Further CPD opportunities can also be found via webinars with our music subject specialists.

Marking and Assessment

At Winslow C of E School, assessment is an integral part of the teaching process.

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Formative assessment

Every lesson in Years 1-4 begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers

with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on. Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Music: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice questions and one open-ended question. Quizzes feature audio clips to ensure that pupils are able to apply their knowledge. Assessment quizzes offer teachers valuable summative records, serving as evidence of pupil progression throughout the year and as they transition between key stages. Recording pupils during practice and performance sessions is also beneficial. These recordings allow teachers to review performances or group practise at their convenience, focusing on different pupils to identify strengths and areas for improvement. Additionally, such recordings provide a useful documentation of progression over time.

Progression and Continuity

Through the use of the Kapow Primary Scheme; our music curriculum develops through a spiral progression, building on prior learning and exploring new aspects of Music. Children will have access to a variety of instruments and musical genres which build their awareness of the world around them while allowing them progress their knowledge of musical elements.

Expectations

Progression in music is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes.

By the end of year 2, most children will attain the age-related expectations and will be able to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of year 6, most children will attain the age-related expectations and will be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Special Educational Needs and Equality

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Through our Music Curriculum, we believe that, in every child (regardless of starting point - including the more able and those with SEND), there can be fostered a love and understanding of music.

Safeguarding

Safeguarding is a key priority in all areas of education at Winslow Church of England School. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that may appear despite the filters and precautions taken. We have ensured our child protection policies cover the use of technology by adults and children within the school. Appropriate filters and monitoring are in place to protect pupils from potentially harmful online material.

Spiritual, Moral, Social & Cultural Education

Through the exploration of Music children will have plenty of opportunities to work together within a variety of contexts using different instruments and musical inspiration from different cultures. They will gain a deeper understanding of the world around them through medium of music while using their knowledge of thoughts and feelings to discuss the spiritual, moral, social and cultural impact of music.

Impact

The impact of our Music curriculum 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. After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. The expected impact of following our Music curriculum 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 various 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 leave Winslow with a love for music having experienced a range of instruments, musical pieces and an understanding of the affect music has on our lives including our social and emotional interactions. They will have covered the statutory requirements of the national curriculum for music and beyond. All children will have achieved to their fullest potential within music.

Participation in music develops well-being, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

We measure the impact of our Music curriculum through the following methods:

- observing of pupils in lessons;
- observations of performances in small groups or individuals;
- listening to pupil feedback from observing others
- listening to pupils' reflections of own abilities

- SLT Interviewing the pupils about their learning (pupil voice)
- Subject tracking
- Music specialists report back to class teachers on the competencies achieved within each unit covered.

Equality of opportunity and Inclusion:

At Winslow CofE School, we are committed to creating a positive climate that will enable everyone to work free from discrimination in order to achieve his or her potential. Opportunities to take part in speaking and listening are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or cultural/ethnic background. The content of lessons and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can take part in any program with the other children.