

MUSIC



















AT

KINGSWOOD PRIMARY ACADEMY



theme ensemble tempo
splicing rhythm block
gamelan effects score loop structure enunciate swing
improvise pitch motif special clef
soundmaker Folk drum editing film
machine recording

KINGSWOOD PRIMARY ACADEMY CURRICULUM INTENT

<p>VALUES</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>RESPECT Our Environment & Community</p> </div> <div style="text-align: center;">  <p>RESPECT Each Other</p> </div> <div style="text-align: center;">  <p>RESPECT Yourself</p> </div> </div>
<p>INTENT</p>	<p>At Kingswood Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> • Knowledge - develop a rich and deep subject knowledge • Skills - secure basic skills in reading, writing and maths • Nurture – be supported to grow and develop new skills and independence through a variety of contexts and enrichment experiences • Curiosity -be curious learners who fully engage in learning, enjoying challenges and develop a lifelong thirst for knowledge • Ambition – become independent, responsible citizens who fulfil their potential and are prepared for life in modern Britain • Diversity - gain an understanding of fundamental British Values and use these to inform their own moral code <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;">       </div>
<p>SKILLS FOR LIFE</p>	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork <div style="text-align: center; margin-top: 10px;">  </div> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;">         </div>

OVERVIEW

At Kingswood Primary Academy we follow the Charanga model music scheme of work for music. Each unit consists of 3 elements: listening and appraising, musical activities (games, singing, playing instruments, improvisation and composition) and performing. Children also experience live musical performances through visiting artists and ensembles as well as trips to local performance venues.

INTENT

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Are taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Kingswood Primary Academy the intention is that children gain music **knowledge** and **skills** through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and **diverse** musical genres and **cultures**. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the **diverse** and **enriching** way that they may **aspire** to express in themselves through music.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical **skills**, **knowledge**, and experiences to **enrich** their well-being and involve themselves in music, in a variety of different contexts.

IMPLEMENTATION

With each unit centered around an age-appropriate Social Question and Musical Spotlight, children are encouraged to think deeply about the world, their communities, and their relationships with others. We encourage children to engage with and inquire into the broader role music plays or enjoys in our lives and society. It ensures there is full coverage of the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing.

Musical elements and concepts that are introduced to the children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In addition to the Music lessons delivered weekly in the classroom a class in both Key Stage 1 and 2 learn how to play an instrument using the skills of NMPAT teachers.

This is embedded is also embedded in the weekly assemblies, various concerts and performances and the learning of instruments.

IMPACT

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might aspire to improve upon.

The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.

Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer and understand how it can enrich their lives.

CURRICULUM DESIGN

The curriculum is built on the following principles: ● Children will develop their skills in inquiry and critical thinking. ● Children will begin to feel and learn about social connectivity. ● Children will learn about and deepen their musical understanding and connect this with their place in their community. ● Children will become globally aware and understand what it means to become a citizen of the world. ● Songs and singing lie at the heart of the learning process. ● An authentic musical experience is at the heart of musical learning. ● At each age and stage of development, musical learning is drawn from engaging with the songs in each unit. ● It is fun, modern, inclusive and engaging. ● The curriculum will help children to understand and connect with different styles of music from various cultures, particularly where cultures intersect. ● Children will gain an understanding of historical and cultural contexts related to music. ● Children will form their own musical opinions and learn to make their own musical decisions.

SEND – Strategies for supporting access

- Break down learning – now/then
- Adult support
- Adaptive Teaching
- Images to support
- Scaffold to support learners
- Pre-learning tasks
- Specific simple instructions
- Re-capping within lessons for all or groups of pupils
- Mixed ability groups
- Definitions – revisit
- Vocabulary banks

Enrichment

Educational visits are another opportunity for the teachers to plan for additional history learning outside the classroom. At Kingswood Primary Academy, the children have opportunities to experience music during educational visits and activities:

- Musical Theatre Club
- Performing on the stage at The Core Theatre
- Pantomime Performances
- Assemblies
- Samba Drumming lessons
- Peripatetic Violin lessons
- Performing in local church

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Clear sequence of learning in planning
- Subject specific support for staff via scheme
- Pupils' enjoyment of music
- Peripatetic lessons – violin
- All children learn an instrument (Y1 Chime bars and singing, Y5 Ukulele)

Monitoring

- T1 Focus –
- T2 Focus – Lesson drop-ins /pupil voice
- T3 Focus – CT discussions around CPD

Areas to Develop

- Develop a Musical Passport
- Develop use of knowledge organisers and quizzes
- Continue to access specialist training from external providers to ensure the best and most current practise.
- Develop staff confidence in teaching Music
- Continue to build up variety of musical instruments available for pupils

CPD

- NMPAT Subject specific CPD for all
- Detailed support via the scheme of work and Charanga website
- Support form Music lead