

# Music

Kindness

Respect

Resilience

Independence

Community

Bravery



## Vision

Our vision at Willow Bank Infant School is to provide a high-quality music education that inspires pupils to develop a lifelong love of music, whilst increasing their self-confidence, creativity and sense of community.

## Intent – We aim to...

The intention of our music scheme is to help children to feel that they are musical, and to develop a lifelong love of music. 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 around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. Through music, our curriculum helps develop other transferable skills such as teamwork, creative thinking, problem solving and decision making.

## Implementation – How do we achieve this?

At Willow Bank Infant School we follow the Kapow music scheme which enables pupils to meet the end of Key Stage attainment targets outlined in the national curriculum. Our music curriculum is centred round the following strands of music:

- Performing
- Listening
- Composing

### High Quality Lessons

Lessons are taught weekly and incorporate a range of teaching strategies such as independent tasks, paired and group work as well as improvisation and performances. Lessons may also incorporate movement and dance elements.

### Singing in School

At Willow Bank Infant School singing can be heard outside of music lessons. All children attend a weekly singing assembly where songs are chosen for different purposes such as harvest and different festivals. Children in Year 2 have the opportunity to join the choir and practise and perform popular showtunes.

### Developing key skills

Each five-lesson unit combines performing, listening and composing within a cross curricular topic. They will learn to recognise and name the inter-related dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these in their improvisations and compositions and to describe what they hear. Each year previous skills and knowledge are returned to and built upon.

### Performing

Pupils get the opportunity to perform and share their musical knowledge and experience with a variety of audiences. For example, at the end of a lesson where pupils may appraise a group's performance. During the year each year group puts on a play which incorporates singing, dance and performing.

## Implementation ctd. – How do we achieve this?

### Assessment

The impact of our music curriculum is monitored through formative assessment opportunities against the learning objectives. This might be instant feedback verbally or by the teacher completing an assessment grid at the end of a topic. This is useful as it informs the teacher of individuals' strengths and weaknesses and allows them to target key areas and individuals in the next unit. Monitoring is undertaken by the subject leader through pupil voice discussions, scrutiny of books/planning and staff feedback.

### Lowest 20%

Music as a foundation subject is pitched so all children can access the learning at their own level. The use of oracy and discussion supports all children to share ideas and speak in full sentences. It also allows opportunity to reflect on children's ideas and for them to develop, hone and improve them verbally, in the learning moment. Personal opinion and individual response are encouraged and children's confidence grows through this.

### Professional development

The subject lead for Music attends curriculum meetings in order to familiarise themselves with any changes and opportunities to further develop best practice. This is then passed onto staff to ensure that teachers have the confidence to deliver lessons well. For each unit in the KAPOW scheme, videos are available to enable teachers to further develop their subject knowledge.

### SEND and Disadvantaged Progress

The creative nature of music allows all children to express themselves in their own way. By carefully identifying any specific barriers which individual children experience, teachers provide a challenging but achievable curriculum for all pupils. All staff know who our SEND and disadvantaged students are and are aware of this when planning, grouping, supporting and responding in lessons.

### Cultural capital, inclusion and diversity

We plan opportunities to enhance our Music curriculum and develop children's love and enjoyment of music. With support from the local Music Trust musicians have entertained the children with live music and the opportunity to try different instruments. Each week, a piece of music is selected as our Music of the Week. These pieces are from a variety of genres, cultures and time periods. Enabling children to listen to as many pieces as possible helps build their Cultural Capital. Staff run internal music clubs for the children at lunchtimes.

### Curriculum links

The widened vocabulary and use of descriptive language in response to music can be used across the curriculum. Children confidently apply their musical knowledge to other areas of learning e.g. rhythm in poetry and dance. Historical and geographical links are made through listening to pieces of music from different historical times and places around the world. Singing is used to enhance and teach concepts in an alternative way.



## Impact – How will we know we have achieved?

Pupils should leave Willow Bank Infant School having developed a love of music and a range of skills to enable them to enjoy and appreciate music throughout junior school and beyond.

Pupils should be confident performers, composers and listeners, who use the skills and vocabulary they have learnt. Music is celebrated in assemblies and year group performances.

Pupils have an understanding and respect of music from history and different cultures. They are able to talk about the music they hear and compose, using vocabulary they have learnt.

Children are supported in lessons so that they will meet the end of Key Stage expectations from the National Curriculum.