



# Music Curriculum

## *The Newfield Way*

### **Intent**

Our intent for music education at Newfield Primary School is to provide our pupils with creative and engaging musical experiences that promote a love and appreciation of music. We aim to develop pupils' musical skills and knowledge through a carefully sequenced curriculum that is inclusive and accessible to all. Our approach to music education is underpinned by a commitment to equality, diversity and inclusion. At Newfield Primary School, the school has adopted the Kapow Primary music scheme. It is designed first and foremost to help children to feel that they are musical, and to develop a life-long love of music. The scheme focuses on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. The 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. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, the curriculum helps 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. Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

### **SEND**

At Newfield Primary School we know that, within the context of SEND, personalisation of the curriculum is key so that individual's priorities can be considered in order to prepare them adequately for adulthood with the best possible quality of life. Our ambitious curriculum can be successfully adapted to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know with increasing fluency and independence. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners in all subjects and that pupils with SEND achieve the very best outcome and reach their full potential.

### **Implementation**

#### **Kapow Music Scheme**

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. The National Curriculum coverage shows which of our 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, staff, and other musical notations, the interrelated dimensions of music and more.

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. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. 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 music subject specialists.

### **Wider Music Opportunities**

Singing plays an important part in the music curriculum at Newfield. During weekly singing assemblies, children learn to sing a range of songs across different genres, decades and cultures taken from the Sing Up website and other sources. In Singing Assemblies confident pupils self-select to sing in front of the rest of the school and lead the school in their singing. Children also have opportunities to sing in the classroom, during class assemblies and in school productions.

In EYFS and Year 1, music is promoted through daily singing of songs and nursery rhymes. Children in EYFS and KS1 also join in with Spanish songs. In the EYFS outdoor environment we have different musical instruments for children to experiment with.

Every week, children listen to a carefully selected piece of music written by a famous composer to further develop their knowledge of music. Many of these musical pieces have been taken from BBC Ten Pieces, although some have been sourced from other recommendations to tie in with themed weeks such as a focus on significant black composers during Black History Month. The children listen to the same piece of music every day in class and during assemblies. By the end of the week, children are familiar with the composition and should be able to name the piece and composer.

### **Enrichment**

Pupils are given opportunities to children to perform in assemblies, concerts and musical events throughout the year.

### **The Choir**

The choir represents the school at local events such as Voice in a Million and Brent Makes Music at Wembley Arena.

### **Trips and Visits**

Pupils, by the end of the year 6, are given opportunities to attend performances at local secondary schools, as well as West End theatre productions and pantomimes if tickets can be sourced. Other trips include watching performances delivered by the English National Orchestra Philharmonic and the ballet at the Royal Opera House.

### **Assessment**

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.



### **Intended Impact**

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Pupils should be able to 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 the Kapow Primary Music scheme of work 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.