



Neston Primary School

Music



Rationale

'We should never underestimate the power of music, it knows no boundaries of language, race or background. It is a universal language – everyone has a soundtrack to their lives.'

Julian Lloyd Webber (cellist and conductor)

At Neston, we are musicians! We want our children to develop a life-long love of music. We encourage them to have no limits to their ambitions and explore with them the possibilities of becoming confident composers, listeners and performers. The music curriculum has been carefully crafted so that our children develop their musical capital. We want our children to enjoy and remember their music lessons in our school, to cherish these memories and embrace the musical opportunities they are presented with. **During the Covid pandemic, year one children performed Jack and the Beanstalk where they sang and performed to a Covid-safe audience. KS2 enjoyed learning Samba drumming during this time. More recently, year 3 has participated in First Access where they have learned the recorder, and this opportunity will also be provided to the year 4 class in the new year. KS2 choir has returned to Neston and the choir members performed during our KS2 Christmas assembly at the church as well as performing at both the KS1 and KS2 singing assemblies. The reception class sang songs during their performance of The Nativity and put on two performances enabling all Neston students to attend along with the parents of the reception students. Music is clearly alive at Neston!**

Intent

The music curriculum promotes curiosity and a love of and thirst for learning. It is ambitious and empowers our children to become independent and resilient, thus exercising their meta-cognitive skills. Through the music curriculum, children develop transferable skills such as team-working, leadership, creative thinking and problem solving, decision-making and presentation and performance skills, which are vital to children's development as learners and have wider applications in their general lives outside and beyond school.

We want not only to equip them with the minimum musical entitlement from the National Curriculum but to provide them with wider opportunities and experiences to develop a love of music in all its forms. **KS2 classes have embarked on big music-making opportunities where they sang alongside an orchestra and performers from other schools singing songs from The Planets by Gustav Holtz. The performance, Magical Musicals, also incorporated opportunities for musical composition. Children reported that they enjoyed these wider music-making performances and performed in front of a large audience at Corsham Secondary.**

Towards the end of the Covid pandemic, year 3, year 4 and year 5 participated in our Music Cluster Project workshops in a collaborative event with Beat Goes On and learned, created and performed 'STOMP-style body percussion pieces' via Zoom. This was a great follow-up project building on their Samba drumming lessons. This project gave the children the

opportunity to work with a music teacher trained in percussion and helped to build confidence in their abilities as musicians, composers and performers, improving their concentration and rhythm. The year 3 and year 4 classes also performed in a joint session with other schools on the final day of this project, building a sense of community, and this gave students the opportunity to perform their own compositions in front of others via Zoom.

We want our children to learn to develop an understanding of the history and cultural context of the music that they listen to, respect diversity, cooperate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into our music curriculum where they are exposed to a variety of musical genres from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. **Year 6 participated in a Samba workshop and performed in front of the school after completing this session.**

We enrich their time in our school with memorable, unforgettable experiences which pique their interests and passions. **For example, we hold an end of year musical celebration each year to showcase children's instrumental talents. In addition, a winter concert was held in December 2022 where some pupils taking additional music lessons from the peripatetic staff performed songs on piano, guitar or drums in front of students and their parents, and one performer played music she had composed in front of a live audience for the first time. Prior to the Covid pandemic, the children watched a professional theatre production every year thus supporting their cultural capital and musical experiences.** We believe that learning occurs not only in the classroom but in the wider school community; through these additional opportunities we are able to further inspire our children and broaden their experiences.

Implementation

At Neston, teachers are supported in their delivery of music lessons using the Kapow's Primary Music scheme of work, developed specifically for primary schools and the subject leader. This scheme provides our teachers with cross-curricular topics designed to capture the students' imagination and to explore music enthusiastically. Each unit includes five lessons for each year group from Reception to Year 6 and includes detailed and engaging lesson plans showing clear progression, suggestions for differentiation and assessment guidance. In addition, whiteboard PowerPoints, videos, audio resources and website links are provided as well as videos to support teachers with the delivery of their lessons. Students 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 are 'hands-on' and incorporate movement and dance elements as well as making cross-curricular links with other areas of learning.

The Kapow scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon to ensure a steady progression both within each year and from one year to the next, showing progress in terms of tackling more complex tasks and being able to do simple tasks better. Children develop an understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more. Giving children opportunities to re-visit established musical

skills and concepts throughout their time at Neston ensures that the children develop a secure understanding of these musical skills and concepts.

Kapow's Primary Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences.

Musical skills and concepts will be taught through:

- Performing – singing with increasing fluency and expression and playing tuned and untuned instruments with increasing accuracy and control.
- Listening – listening to a variety of musical genres and holding informed discussions about musical pieces enabling children to develop an awareness and appreciation of different musical traditions, expanding their musical repertoire.
- Composing – developing an understanding of staff, and other musical notation as well as using the inter-related dimensions of music in their own improvisations and compositions and creating original and distinctive compositions.
- The history of music – developing their understanding and knowledge of a variety of musical genres from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.
- The inter-related dimensions of music – developing their ability to communicate about music through musical terminology such as pitch, duration, tempo, timbre, structure, texture and dynamics.

Impact

We use both formative, including the use of questioning and knowledge organisers, and summative assessment in our music lessons. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including providing greater challenge when necessary. The assessment endpoints for each phase have been carefully mapped out and further broken down for each year group. This means that skills in music are progressive and build year on year. Children in Foundation Stage are assessed within the EYFS framework.