



Our Vision & Intent for Music

#LearningForLifeAnchoredInChrist

Intent

As a Church school, the teachings of the bible guide and influence every aspect of school life, including the curriculum for DT, which has been enhanced/constructed around our school vision, which is encapsulated by #LearningForLifeAnchoredInChrist. We believe that through working together with our unique school community, we can inspire happy, courageous, independent, curious, creative, life-long learners who are proud of their community, heritage and identity. In addition to this, as part of the Birmingham Diocesan Multi-Academy Trust (BDMAT), we also strive to provide an experience that reflects their vision, “life in all its fullness” (John 10:10).

At St. Clement’s, our intent for the music curriculum is first and foremost to help children to feel that they are musical, and to develop a life-long 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 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 un-tuned 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, children will 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 life-long learners and have a wider application in their lives outside of school.

The curriculum enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum and aspects of the Model Music Curriculum, published by the DFE in March 2021. We want our children to leave St Clement’s knowing that it is possible for them to achieve their aspirations having developed attitudes of curiosity, originality, co-operation, perseverance, open mindedness, self-criticism, responsibility and independence in thinking.

Implementation

Music is taught weekly, using Kapow curriculum. This supports non specialist teachers to deliver high quality music. Kapow’s primary music scheme takes a holistic approach to music, in which the individual strands are woven together to create engaging and enriching learning experiences. Strands are: Performing, Listening, Composing, the history of music and the inter- related

dimensions of music. The kapow 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 simpler tasks, better, as well as developing understanding and knowledge of history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Impact

The impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. 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 pupil's learning. We measure the impact of our curriculum through the following methods: • Pupil discussions and interviewing the pupils about their learning (pupil voice). • Photo and video evidence of the pupils practical learning. • Use of the assessment tools provided within the Kapow scheme. • In school monitoring .

The expected impact of following the Kapow Music scheme of work is that children will:

Be confident performers, composer and listeners and will be able to express themselves musically at and beyond the 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 context in which it is developed.

Understand the 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.