



Music at Pearson Primary School



Intent

- The music topics we explore are informed by the Music Primary National Curriculum. We use this, alongside Kapow Primary, to plan music units of work that support clear skills and knowledge progression.
- At Pearson Primary School, Kapow Primary is used due to the lack of subject specialist teachers in school to deliver the music curriculum.
- The whole school music overview ensures music is taught from a young age (EYFS). Music is taught in a logical and sequential manner; there is pleasure in learning music and the voice is the most accessible universal instrument. Music lessons are practical with all children and adults partaking in active musical activities - listening, singing and playing instruments.
- Musical knowledge and skills are taught to ensure that children progress through the key concepts of Performing, Composing, Listening and the History of Music.
- We develop strong subject knowledge amongst all staff through comprehensive middle leader development, a focus on developing teachers' subject knowledge and Musical pedagogy, and the provision of high-quality planning resources.

Implementation

- Teachers use and adapt planning from Kapow Primary for each unit that includes a sequence of lessons. These carefully plan for clear skills, vocabulary and knowledge progression.
- Pupils build on these skills year on year to achieve depth in their learning.
- Consideration is given to how greater depth will be taught, learnt and demonstrated over the unit.
- Learning is carefully planned and structured to ensure that current learning is linked to previous learning within a unit and across units.
- Musical vocabulary (provided by Kapow) develops and evolves from EYFS to KS1 and through to KS2. The promotion of a language rich music curriculum is essential to the successful acquisition of knowledge and understanding in music. Language is a key driver at Pearson Primary school due to the high percentage of EAL children.
- Year 4 children take part in the KUHMS Wider Opportunities Scheme where the whole class have a weekly lesson and learn to play the clarinet. This is taught by a peripatetic music teacher.
- Children take part in a weekly singing assembly where they learn to sing a variety of songs together.
- We have high-quality educational experiences such as visits to the Albermarle and Hull City Hall, visits from musicians and orchestras e.g. Opera North and The Royal Philharmonic, and nativity plays and concerts within school help to develop pupils' confidence and deepen understanding.

Impact

- It will be evident over time that the progress, knowledge and skills of pupils will increase between EYFS and Year 6. Impact will be assessed through a multi-faceted approach including termly performances, informal observations in lessons, opportunities through practical music-making, listening to children talking and playing, and watching children respond.
- Evidence is built up by means of sound and video recordings taken at the beginning and end of units, or when there is something significant to note. These should show development of musical skills, particularly singing, and improvement in social skills such as cooperation and team-work. Recordings are uploaded to OneDrive and help to form the basis of moderation within the year at school.
- The Music Lead and SLT will undertake regular learning walks to monitor the quality and impact of the Music Curriculum and assess the extent to which pupils sing, play, compose and recognise various composers/musicians and their music.

SEND

Our ambition is for all of our pupils to access the full Music Curriculum. All teachers support and facilitate access to the music curriculum by differentiation, adult support, and appropriate choice of equipment as necessary. Ear defenders are available for those with heightened noise sensitivity. There is a wide range of capability and confidence across the school; tasks and activities are designed to allow students to engage at their own level and make progress.

Sequence – Unit

- **Immersion** – students become engaged in a new topic, they activate prior knowledge, and teachers share the key unit objectives (knowledge, skills and vocabulary that will be addressed) through mind mapping, KWL grids, trips or wider experiences.
- **Content delivery** – age related subject specific knowledge, skills and vocabulary is taught in discrete subject lessons consisting of: Listening and appraising, warm up games, singing, playing instruments, improvisation, composition and performing.
- **Reflect** – at the end of the unit children and teachers reflect on learning to inform future lessons.

Sequence – Lesson

- **Starter** – Knowledge retention task
- **Vocabulary** – Introduce and review Tier 2 and Tier 3 vocabulary.
- **Attention Grabber** – listen to a song/piece of music and linked to the unit to promote musical discussion.
- **Main Event** – direct teaching to include – games, singing, playing
- **Wrapping up** – children share what has taken place during the lesson and work towards performing to an audience.
- **Reflect** – oral reflection on learning which has taken place