

Curriculum Statement: Music

'Music is the universal language of mankind.' Henry Wadsworth Longfellow

Whole-School Vision:

At Quest Primary School, we work collaboratively with The Collegiate Trust schools to deliver the shared vision of an **'exceptional education for all.'** We passionately believe that **'Learning Changes Lives'** and are determined that through our school values of **excellence, responsibility and aspiration**, all children will develop to their full potential during their time at Quest Primary.

We have identified the 5 strategies below which form the outline of our offer, to ensure every child receives excellent inclusive teaching as standard. Our teachers use these consistently in lessons and adapt the strategies to the needs of their own class and to individual pupils.

Whole-School Strategies to Support Inclusive Teaching & Learning

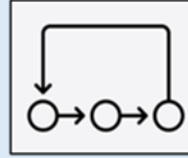
Explicit Instruction



Checking for Understanding



Repeated Exposure



Scaffolded Practice



Communication



Music Curriculum Vision:

At Quest Primary, the Kapow Primary music scheme helps children develop a sense of musicality and a life-long love of music. We focus on developing the skills, knowledge and understanding that children need 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 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, our 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.

Music is a universal language that embodies one of the highest forms of creativity. Music inspires our pupils and enjoyable learning experiences guide them to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of

achievement. Our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

At Quest Primary School, we recognise that for our pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which places our school values at the heart of our curriculum.

The Quest Primary Values, as realised through our Curriculum

Excellence	Responsibility	Aspiration
Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.	Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.	Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.

Intent, Implementation and Impact in Music

Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	Implementation (What will this look like in the classroom?)	Evidence of Curriculum Impact (How will this be measured?)
<ul style="list-style-type: none"> To focus on developing the skills, knowledge and understanding that children need to become confident performers, composers and listeners. To enjoy and appreciate music throughout their lives. To develop the musical skills of singing, playing tuned and untuned instruments, 	<ul style="list-style-type: none"> The Kapow Music scheme is followed, with teachers teaching 4 units each year. In EYFS and Key Stage 1 these units are taught in sequence to build progressive knowledge and understanding. In Key Stage 2 the units are flexibly taught and can be mapped to complement other areas of curriculum learning, where appropriate. 	<p>Children:</p> <ul style="list-style-type: none"> Children will be confident performers, composers and listeners and will be able to express themselves musically at and beyond school. Children will 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,

<p>improvising and composing music, and listening and responding to music.</p> <ul style="list-style-type: none"> • To introduce children to music from all around the world and across generations. • To develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. • To learn how music can be written down. • To promote the spiritual, moral, cultural, mental and physical development of pupils at Quest Primary and of society. • To prepare pupils at Quest Primary for the opportunities, responsibilities and experiences of later life. • Give pupils the opportunity to develop their oracy skills through rehearsing and collaborating in groups, discussing personal preferences and learning how to modify their voice. 	<ul style="list-style-type: none"> • Lessons will teach the five main interrelated dimensions of music: listening and evaluating; creating sounds; notation; improving and composing; and performing – singing and playing. • The curriculum follows a spiral curriculum design, so that it is cyclical and pupils return to the same skills and knowledge again and again during their time in primary school; it has increasing depth each time a skill or area of knowledge is revisited; and Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again. • Teachers’ check for understanding to ensure all children make progress and reflect on learning in response to the core questions. • Key vocabulary is explicitly taught to children as part of quality-first teaching. • Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge. • Foundational knowledge is explicitly planned for, to fill gaps in children’s cultural capital and ensure children have a broad range of experiences of the world, to be able to make sense of new learning and build existing schema. 	<p>social, and historical contexts in which it is developed.</p> <ul style="list-style-type: none"> • 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. • Children will be able to use appropriate music subject-specific vocabulary accurately, independently, to demonstrate their understanding. • Children will be equipped with a range of skills to enable them to succeed in their secondary education. <p>Teachers:</p> <ul style="list-style-type: none"> • Will be able to assess understanding and what has been learned through checking for understanding in lessons, as well as work produced and end of unit assessments. <p>Parents:</p> <ul style="list-style-type: none"> • Will have the opportunity to attend performances where children’s musical skills are utilised.
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National Curriculum Objectives

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music