



## Music at Tenbury Primary Academy

### **School Vision Statement**

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance, we aim to be the best that we can be.

**‘Therefore encourage one another and build each other up.’**

Thessalonians 5:11

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#### Tenbury Curriculum Intent

**The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.**

At Tenbury Primary Academy we believe that music is a universal language that embodies one of the highest forms of creativity. We aspire to be musicians! A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. We want our children to enjoy their music lessons and embrace the musical opportunities they are presented with, without fear of judgement from others. We also strive to offer our pupils from disadvantaged backgrounds the opportunity to learn a musical instrument and immerse themselves in the world of music. This is through our links with Tenbury Town Band, who both offer all pupils the opportunity to play with the band and fund music lessons for our disadvantaged pupils.

#### What Music looks like in our School

- Inspiring and challenging lessons, that reflect the diversity of the world we live in. This is taught using the ‘Kapow’ music scheme throughout the year, by our class teachers. This takes a holistic approach to music categorised into five areas: performing, listening, composing, the history of music and the inter-related dimensions of music. These individual strands are woven together through themes and/or topic units, to create engaging and enriching learning

experiences and ensuring progression and repetition in terms of embedding key learning, knowledge and skills.

- High quality resources allow staff to model and scaffold effectively.
- Singing and music making daily
- Children working independently and in groups
- Children who are responsible, competent, confident and creative users of musical instruments, including their own voice
- Opportunities for critical thinking and discussion
- Exciting and creative lessons linked to our topics, where possible
- Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences
- Regular listening opportunities to music from a wide variety of cultures and genres, with questions to provoke thought and focus
- Children beginning to read a variety of musical notation
- Confident use of musical vocabulary
- High quality performances which create lasting memories

By the end of EYFS pupils will:

- Think abstractly about music and express this physically or verbally
- Distinguish and describe changes in music and compare pieces of music
- Associate genres of music with characters and stories.
- Accurately anticipate changes in music
- Pitch match own voice to another voice
- Sing the melodic shape of familiar song
- Sing a range of well-known nursery rhymes and songs
- Move to the sound of instruments
- Combine moving, singing and playing instruments
- Move in time to the pulse of the music being listened to and physically respond to changes in the music
- Replicate familiar choreographed dances
- Choreograph own dances to familiar music, individually, in pairs/small groups.
- Create music based on a theme
- Find and record sounds using recording devices
- Play instruments to match the structure of the music
- Keep a steady beat whilst playing instruments
- Tap rhythms to accompany words
- Create rhythms using instruments and body percussion

By the end of Key Stage 1 pupils will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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 inter-related dimensions of music.

By the end of Key Stage 2 pupils will:

- 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.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Begin to 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.

This is how it works:

- Lessons provided through cross curricular or discrete lessons by class teachers, teaching National Curriculum activities and planned against the progression of skills in music
- The Kapow music scheme follows the spiral curriculum model, where previous skills and knowledge are returned to and build upon. It provides teachers with weekly lesson plans, clear progression, engaging and exciting whiteboard resources and videos, key questions, differentiation, assessment and cross curricular links for each year group from Y1 – Y6.
- Music specialist teaching whole class instruments – recorders – to Y3 pupils
- Acquiring a rich musical vocabulary with relevant language displayed in classrooms
- Clear progression of skills developed throughout school
- Daily singing in assemblies and in class
- Progression of knowledge developed each year
- Early Years, KS1 and KS2 performances, including opportunities to perform using a range of instruments in termly church services.
- Participation by our choir in Tenbury Wells community events, such as performing at Applefest, Mistletoe Festival and Carol Singing at local Care Homes.
- Participation by our choir in county events such as the Three Counties Show at Malvern and the DHMAT Advent Carol Service at Hereford Cathedral
- All children are invited to join the KS2 choir
- Children in KS2 are able to join Tenbury Town Band, having lessons in school and attending weekly band practice.

This is what adults do:

- Specialist teacher plans and delivers recorder lessons for Y3
- Class teachers follow the 'Kapow' scheme of work and resources to deliver high quality music lessons to all year groups. This also supports ongoing CPD for teachers as each unit lesson includes teacher tutorial videos, aiding them in their own acquisition of musical skills and knowledge.
- Plan whole school celebrations
- Plan and deliver whole school singing assemblies
- Plan appropriate songs for assemblies, to complement our school Christian values and British values, and assembly topic where possible
- Show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion, and to support risk taking and critical thinking
- Ensure a safe working environment
- Implement our school Christian values and British values to support music learning
- Look for opportunities to use specialists and outside providers when possible

#### This is how we support:

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

- The Kapow music scheme provides differentiated guidance for every lesson within each unit, to ensure that every lesson is accessible for all pupils.
- Teachers provide learning opportunities matched to the needs of children with learning difficulties.
- Noise cancelling headphones can be used when the noise is too uncomfortable for certain children
- 1:1 or small group support is given where necessary
- Open ended tasks where there are a variety of different responses possible
- Access Pupil Premium and other funding opportunities to provide instrumental tuition for some of our disadvantaged pupils.
- Give wider opportunities for performance in the community – our School Choir is totally inclusive

#### This is how we challenge:

- Differentiated lessons
- Additional activities to stretch learning or develop skills
- Peripatetic lessons available in a variety of instruments
- Solo and performance opportunities
- Invitation to participate in Tenbury Town Band

#### This is how we ensure all children can access the curriculum:

- EAL and SEND children are introduced to vocabulary before the lesson
- Peer support
- Providing equipment that may support individuals
- 1-1 staffing where appropriate

This is what you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are stimulating, creative and fun fostering a love of learning
- Children demonstrating a rich musical vocabulary
- Curious children who ask questions, take risks and participate in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident, creative children who are willing to solve problems and persevere
- Great team work and discussion when creating their own music
- Exciting, energised and high-quality performances across the school with harmonies, part singing and musical accompaniments
- Children who are proud of their musical achievements

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- 'Knowledge Catcher' quizzes from the Kapow Scheme of Work
- End of unit assessments
- Pupils who pass music grades are presented with their certificates

This is how music contributes to the spiritual, moral, social and cultural development of the child:

Listening to, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life, ensuring that they become morally, spiritually and culturally aware. Within class lessons, children are expected to respect and reflect on musical preferences of others, developing tolerance and communicating and working collaboratively. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

### Cultural Capital:

Through music, we are able to celebrate and embrace the different backgrounds, heritage, language and traditions of all the children in our school. Children will reflect, with increasing maturity and accuracy, upon how the understanding of music helps us to build awareness of the greater world around us and how the subtle sounds of life can be enjoyed and interpreted. Children may demonstrate an understanding of how to perform music with feeling, style and an awareness of the historical and cultural context of a composition. Children will increasingly develop the life skills to understand, appreciate and express themselves through music.

### This is the impact of the teaching:

As a result of the regular musical activities happening across the school, Tenbury children are confident and engaged in the subject, and can talk about themselves as musicians, discuss the subject enthusiastically and reflect on their learning. Children are happy to explore a variety of instruments with confidence and understanding of the sounds that can be made. Children have a positive attitude to music from a variety of genres/cultures, and can listen with attention to detail and respect. Many children sing as a form of emotional release and this is apparent when observing them singing across the school. The children confidently sing in harmonies and 2/3/4 parts, and are enjoy performing in local and county events. The children have a rich musical vocabulary and can confidently use musical terminology. Children are developing an awareness and understanding of musical notation.