



# Itchen Abbas Primary School

## 'Growing Hearts and Minds'



### Subject Development and Rationale

#### Music

#### Intent of our Music Curriculum

Itchen Abbas is a rural village in the valley of the River Itchen about 4 miles north of Winchester. Being a cathedral city, Winchester has a strong choral tradition. Both Winchester and Southampton Universities have strong music departments and the area has a wealth of professional, semi-professional and amateur music ensembles and orchestras.

Many parents of children attending Itchen Abbas value instrumental learning and have either played musical instruments in the past or still do. They encourage their children to learn instruments and a good percentage of our children learn music instruments either within school (through Hampshire Music Service peripatetic teachers) or privately outside of school. Instruments learnt are mostly orchestral instruments (such as strings and woodwind) and piano, or western band instruments such as guitar and keyboard.

Most people who live in the community were born in the UK and migration and immigration into the area are low. Therefore, the community does not have a high level of diversity and children are not typically exposed to diversity within their daily lives. In recent years, since Covid, the school has seen more children join the school from abroad. However, most are white middle class with parents who were working abroad and children attending British Schools. A small number of families new to the school are from Ukraine and are refugees.

Music is something we embody – we experience music by doing – therefore, we intend that our music curriculum will be 'hands-on' so that children experience the joy and creativity of this performing art.

Therefore, through our music curriculum, we will give our children:

1. The experiences they need to feel that they are musical and to develop a life-long love of music,
2. An ambitious curriculum which all children can access and enjoy but will provide stretch and challenge for children who are learning music in addition to curriculum lessons, supporting all children to become confident performers, composers and listeners
3. Opportunities to listen to and experience a wide variety of music so that children can decide for themselves what they like
4. As there has been little migration into the area, it is also important that children have their awareness and acceptance of diversity and different cultures heightened with an understanding and experience of music across times, cultures and genres. Therefore, we will introduce children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities
5. The development of transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, presentation and performance skills.

#### Implementation of our Music Curriculum

The implementation of music is supported by:

### **Scheme of Work**

- A 2 year cycle scheme of work which ensures that all children have a broad balanced music curriculum. We use Kapow published scheme as this provides high expectations whilst providing support and CPD for teachers subject knowledge development.
- Within each unit, the individual strands of music are woven together. Children are taught how to sing fluently and expressively, play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisation and compositions.
- In each lesson, children 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 incorporate a range of teaching stratifies from independent tasks and group work as well as improvising and teacher-led performances.
- Children will have opportunities to develop their expertise in using a tuned instrument during year 3 or 4.
- Each topic has an outcome or end point designed so that the children can demonstrate their learning through the topic.
- Conceptual knowledge is developed through our Music Threshold Concepts. These enable children to revisit and develop their conceptional knowledge through these threads. These are then tracked through our Threshold Concept Overview.

### **The Music Threshold Concepts are:**

<b>Performing Music</b> This concept is about the performance of music. That music can be made through voice or instrumental playing with increasing technical skills and rehearsals to evaluate and improve	
<b>Creating Music</b> This concept is about the creation of music. That it can be created through improvisation or composed through drafting and improving. That music can be recorded using musical notation and technology	
<b>Exploring musical elements</b> This concept is about how music is created and made up of different elements. How these elements are combined effects the sound and feel of the music and the emotions it communicates. In this concept, children listen with attention to sound and detail, developing aural memory. They will gain appreciation that different people respond to music in different ways	
<b>Exploring time and place in music</b> This concept explores that music from different times and places can sound and feel different and understand an increasing variety of genres, styles and traditions. In this concept, children will develop knowledge of music, composers and musicians across times and places.	

### **Vocabulary**

- Within our scheme and progression and assessment documents, subject specific vocabulary is identified which should be taught within each topic so that children develop an accurate musical understanding of the terms and can apply them in their communications.

### **Enrichment**

- Opportunities to listen to performances by amateur and professionals are sought as well as listening to other local children, for example at our feeder secondary school and Winchester College. This has included the Bournemouth Sinfonietta, a smaller orchestra formed from the Bournemouth Symphony Orchestra musicians.
- Opportunities for children to perform are embedded within the school year. An example is that musicians are given the opportunities to perform at the Carol Service each year.
- KS1 nativity and KS2 end of year productions provide opportunities for children to rehearse and work towards a musical theatre performance.
- Music teachers, mostly from Hampshire Peripatetic Music Service provide instrumental music lessons. These are paid for by parents, however as all children should be able to access music learning, pupil premium money is used to provide lessons for disadvantaged children.
- We have access to Hampshire Library Service to support and enhance teaching.

### **Support for Staff and Subject Knowledge Development**

- In our small school, it is not always possible to have an expert in each subject within the staff. Therefore, we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.
- The subject leader has chosen the Kapow scheme to use as it supports higher expectations for children. Strong subject knowledge is vital for teaching staff. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and the scheme provides a wealth of CPD activities to ensure staff feel supported to deliver lessons of a high standard that ensure pupil progression.
- The subject leader delivers CPD based on what further support for implementation of the music curriculum is identified as an area of need.
- Subject leaders have compiled a support for SEN document which supports teaching in identifying how to support children with additional needs so that all children have access to the full curriculum.

### **How this Subject Works Alongside Others**

- Where possible cross curricular links are made with other subjects. Where clear links with other subjects are made (for example history and geography), these are mapped out on our curriculum map. Our curriculum map is designed by subject leaders and the Curriculum Lead has overall responsibility for ensuring accuracy.
- Where possible, links are made with core subjects. Where there is a written outcome, this will be a site of application writing task where children have the opportunity to demonstrate their writing skills. These skills can be quickly revised, however, music lessons should not become English lessons but keep the focus on the musicality content and understanding.
- In many topics, there are opportunities for cross-curricular links within specific lessons. An example is Hedgehogs From This Island where children learn folk music from the British Isles which enhances the geography of Our Local Area study. In Otters, the music is linked to areas of the curriculum such as Vikings and Rivers to provide a theme for instrumental development.
- We aim to develop children's understanding of different cultures and diversity by focusing providing high quality experiences to listen to and value music from different times and places. Music listened to during School Assemblies is carefully planned using a two year cycle to provide listening opportunities for all children from across time, genre and cultures.
- Lessons are hands-on and incorporate movement and dance elements as well other cross curricular links.

## Early Years

In Early Years, music is taught through a topic based approach which is developed each year through the children's interests. Teachers plan short topics based on the needs and interests of the children. Children can achieve these through continuous provision with enhancements adjusted to the children's needs, through child-led or adult-led activities. The Early Years Leader has developed progression maps which identify which skills will be taught at which stage to support children's geographical development so they are ready for year 1 learning. We anticipate seeing music in the Early Years through the following areas and specific goals:

Communication and Language	<ul style="list-style-type: none"><li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li><li>• Make comments about what they have heard and ask questions to clarify their understanding;</li><li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li><li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li><li>• Work and play cooperatively and take turns with others;</li></ul>
Physical Development	<ul style="list-style-type: none"><li>• Use a range of small tools, including scissors, paint brushes and cutlery; (musical instruments and beaters)</li></ul>
Expressive Arts and Design	Being Imaginative and Expressive <ul style="list-style-type: none"><li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li><li>• Sing a range of well-known nursery rhymes and songs;</li><li>• Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li></ul>

### Impact of our Curriculum

#### Assessment and Progression

- Progression documents inform teachers of the level at which each class or year group need to be working to achieve age expectations. These have been produced by Kapow and match the scheme that we use.
- At the end of each unit is a final outcome where children are able to demonstrate what they have learnt

- Teachers assess children's understanding of concepts and knowledge through observation and the final outcome and record this on wider curriculum assessment records. These are then used to inform future planning.

### **Monitoring and Pupil Voice**

- Subject leaders evaluate the impact of teaching and learning through pupil voice of different groups of children and abilities. This supports the subject leaders evaluation of the subject.
- Subject leaders regularly scrutinise children's work in books or recordings of performances to evaluate impact of teaching, advise the teacher on even better if and identify next steps in CPD
- Teachers have adjusted their lessons and supported children with additional needs so that all children have appropriate stretch and support.
- We monitor Kapow's expected impact for their scheme of work that children will:
  - Be confident performers, composers and listeners and will be able to express themselves musically at and beyond 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 contexts 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.