



Intent

At The Globe Primary Academy School the intent of the music curriculum is first and foremost to help children 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 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 to 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.

Implementation

At the Globe Primary Academy School, we use the Kapow scheme of work that takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences.

- Performing
- Listening
- Composing
- The History of music
- The inter-related dimensions of music

Each 5-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. There are sessions in longer terms for filming performances and evaluating them. Over the course of the scheme and through singing assemblies, children are taught to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the inter-related dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

We follow a 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 simple tasks better, as well as developing, understanding and knowledge of the history of music, staff and other music notations, as well as the inter-related dimensions of music and more.

In each lesson, pupils will actively participate in music activities drawn from a range of styles and traditions, developing their music skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired work and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Music is timetabled for a unit of five lessons to be taught across a half term, allowing for performing and evaluating in longer terms. This is supported by peripatetic teachers who offer lessons in the piano, guitar, voice and drums. The Glee club regularly performs within the community and there are termly concerts and shows across year groups for Christmas, Easter and an end of year show.

Impact

Pupils will leave the Globe Primary Academy equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact is 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 music preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for music.