



<p style="text-align: center;"><b>Intent</b></p> <p>At Dallimore Primary, we recognise how Music contributes to the wider objectives of children's Primary Education and how it benefits all areas of learning across other curriculum subjects.</p> <p><b>We aim to</b></p> <ul style="list-style-type: none"> <li>• aid children to develop a life-long love of music</li> <li>• enable children to feel they are musical</li> <li>• develop creativity, intuition, sensitivity, listening, self-confidence, concentration and perseverance</li> <li>• ensure that coverage of knowledge and skills is developed sequentially throughout the school</li> <li>• ensure that children receive quality music lessons throughout the year which guarantees children the opportunity to listen to a wide range of music, across different eras and from different genres</li> <li>• enable children to think critically about music</li> <li>• empowering children to compose their own pieces of music, providing them with a creative outlet develop a good understanding of musical conventions, such as tempo, pitch and rhythm.</li> </ul>	<p style="text-align: center;"><b>Pedagogical approaches</b></p> <p>We have adopted the Kapow Primary Model Music scheme which takes a holistic and inclusive approach to the teaching and learning of music. The individual strands of performing, listening and composing are woven together into the history and interrelated dimensions of music, to create engaging and enriching learning experiences.</p> <p>In the Early Years, music is incorporated consistently into daily routines, child-initiated activities and adult-led carpet sessions. The Music Partnership deliver weekly Musical Gems sessions in which children learn and perform different songs, whilst exploring different actions and body percussion movements.</p> <p>Across KS1 and KS2, the five-lesson units link to cross-curricular topics designed to encourage children to explore music enthusiastically. Children will be taught how to sing expressively and how play untuned and tuned instruments whilst learning to recognise and name the deeper dimensions of music- tempo, duration, pitch, timbre, structure, texture and dynamics- and use these expressively in their own compositions.</p> <p>Derbyshire Music Partnership also delivers weekly tuition for years 3 and 4 on a 10-week rota. They have delivered tuition in samba/ djembe and steel drums, clarinet and flute.</p>
<p style="text-align: center;"><b>Sequencing of learning</b></p> <p>Kapow Primary follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children will progress in terms of tackling more complex tasks, and completing simpler tasks to a higher standard, as well as developing understanding and knowledge of the history and interrelated dimensions of music.</p> <p>Lessons incorporate a range of teaching strategies from independent tasks, paired and grouped work, as well as improvisation and teacher-led performances. All lessons are practical and hands on which consist of movement and dance elements whilst consistently making cross curricular links with other areas of learning.</p>	<p style="text-align: center;"><b>Teachers' Expert knowledge</b></p> <p>Strong subject knowledge is vital for staff to ensure they are delivering highly effective and robust music lessons. Each unit of lessons provides multiple teacher videos which develop strong subject knowledge and ongoing CPD which aids teachers in their own musical acquisition. We use Kapow as the scheme understands that many teachers do not feel confident delivering the music curriculum- it ensures that there is suitable support and CPD opportunities for teachers to deliver lessons of a high standard to guarantee that every pupil progresses.</p>
<p style="text-align: center;"><b>Semantic and procedural knowledge</b></p> <ul style="list-style-type: none"> <li>✓ Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.</li> <li>✓ Increasing depth: Each time a skill or area of knowledge is revisited it is covered with greater depth.</li> <li>✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.</li> </ul> <p>Semantic and procedural knowledge is mapped for each unit throughout each phases so that staff are aware of the component parts of the music curriculum.</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Using Kapow Primary's scheme enables for constant monitoring opportunities through both formative and summative assessment. Each lesson includes guidance to support teachers in assessing pupils against the relevant learning objectives. At the end of each unit, there is often a performance element where teachers can make a summative assessment of pupils' learning. The knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit which encourages the recall of practical skills, key vocabulary and knowledge.</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Different vocabulary is introduced in each lesson which is repeated throughout the unit to embed the correct terminology and definitions. Children learn a wide variety starting from the EYFS years where they will be introduced to language such as performance, sound, percussion, pitch and tempo. Key Stage 1 will see children learning the definitions of note, conductor, accelerando and stave notation. As children move up to Key Stage 2, they will be introduced to terminology such as major and minor key, minim, melody, ostinato, glissando, counter melody, octave and chromatic.</p> <p>The vocabulary is displayed each lesson for children to learn and use during their music lesson.</p>	<p style="text-align: center;"><b>Impact</b></p> <p>There is progression in learning through the different units throughout all year groups <b>which means...</b></p> <ul style="list-style-type: none"> <li>• Opportunities are inclusive and the teaching is differentiated to enable all children, including those with SEND can access the musical curriculum.</li> <li>• Understanding is reinforced throughout each lesson through class discussions and questions</li> <li>• Children are actively encouraged along their own musical journeys, building upon existing strengths and exploring new ventures.</li> </ul> <p>Some children have also chosen to continue their musical development by taking part in individual flute lessons.</p>