

At Edward Pauling Primary School, we believe that Music enables children to and enhance their self-esteem, collaboration and creativity. We nurture the children's love for Music through our learning approach, inspired by the children's own cultures and interests.

Intent - We aim to...



Inspire children by listening and appraising a variety of different styles of music from different cultures.

Build children's confidence by performing both vocally and using musical instruments for both rehearsed and improvised performances.

Ensure that children have the opportunity to progress when using the inter-related dimensions of music in their compositions.

Widen children's awareness and understanding of key musical vocabulary to enable them to express themselves.

Provide a solid foundation of Music knowledge and skill application to support children in Key Stage Three and beyond.

Invest in quality professional development to ensure that children are receiving Quality First Teaching to attain and progress with their skills.

Implementation - How do we achieve our aims?

Our Curriculum

Our Curriculum design is underpinned using a **skills-based** approach and key skills are repeated in different units of work. From the Early Years Foundation Stage (EYFS) through to Key Stage Two (KS2), children are taught Music through the study of the **interrelated dimensions** of Music which enables children to develop and progress in their listening, appraising, singing, composing and performance skills. Music is **assessed** formatively across all phases supported by the Music Subject Pathway, which outlines the skills and outcomes. Children receive positive praise from peers and their teacher following performance. Music is evidenced through photographs, video recordings, sound recordings, music notation and responses to active listening.

Music Dimensions



Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation

A Consistent Approach

The teaching of Music is taught through a high quality scheme of work provided by **Kapow**, with optional music tuition in guitar and violin provided by Hounslow Music Service. Kapow is used by teachers from Reception through to Year Six to support teacher's delivery. Lessons are taught weekly in the Music room, where pupils have access to a wide range of musical instruments.

Key Skills



Listening & Appraising Singing Composition Improvisation Music Notation Performance



Strong Foundations

It is essential that children in the EYFS explore sounds without inhibition to foster a **love** for Music and **creativity**. In the EYFS, children are supported in **performing** songs and well-known nursery rhymes. The children are encouraged to **move** in time with the music at an appropriate speed and with some control. The children have the opportunity to **improvise** with musical instruments and objects to explore how the sounds can change. Songs from **different cultures** are sang and played to enhance the children's interest in a festival or event. Throughout the year, children are able to partake in **performances** and children play or sing their music to others in the school community.

Development of Key Skills



Throughout all key stages, we have identified the key skills that are continuously revisited and developed, these skills are:

- * Listening and appraising
- * Singing
- * Composition
- * Improvisation
- * Music Notation (KS1 and KS2 mainly)
- * Performance

Singing: In the EYFS, children take part in singing songs as part of **routines** and join in with **nursery rhymes** in unison. In KS1, children begin to use **pitch** and **dynamics** to take control of their singing voice in unison. In KS2, children begin to link the **pitch** of the singing with **music notation** and sing in rounds and call and response songs.



Implementation (continued)

Enrichment

Working in partnership with *Hounslow Music Service* many children learn how to **play musical instruments** taught by a specialist music teacher. Currently, the children are invited to learn the guitar and violin. Children who become confident in playing their instruments have the opportunity to showcase what they have been learning to their classes or to the rest of the school in assembly. Pupils also engage in weekly singing assembly, creating a culture of togetherness through music.



Music Room

The Music Room is resourced with a variety of percussion instruments, including a piano. Our range of instruments give our children the opportunity to be creative in their music lessons and gives them exposure to different sounds and pitches.



Strong Vocabulary Development

Key vocabulary is **reviewed** and **revisited** regularly and is on display in the Music Room. Vocabulary is **explored** and **developed** with teachers providing opportunities to explore new words and make links to known words. When vocabulary is discussed, there are opportunities for the children to recap their previous learning and make links.



Reading in Music Lessons

Each term, classes receive additional reading materials to supplement current topics from *Hounslow Library Service*. Teachers request books to provide reading material about specific artists, genres or eras of music for the children to further develop their musical knowledge which are displayed in classrooms.



Impact - How will we know we achieved our aims?



Children can perform with confidence using tuned and un-tuned instruments in solo, duet and group compositions.

Children can listen to a variety of different styles of music, from different eras and cultures, and identify the interrelated dimensions of music within them.

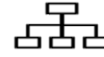
Children can control their singing voice whilst singing songs with different structures. Singing promotes self-worth and wellbeing within children.

Children can explore sound through improvisation and explore the variety of sounds an instrument can make. They apply those sounds to their own rhythms.

Children use music notation to record, on paper and using technology, their own compositions and recognise that the pitch of a note is shown on the staff by its position.

Children continue their love for music through to Key Stage Three, where they feel equipped to build on their skills and knowledge.

Unit Learning Structure



Each unit of learning generally lasts for around half a term, and explores a particular learning theme. Each lesson follows a progressive structure:

1. Listen and appraise focus
2. Singing
3. Improvisation and music notation
4. Composition and music notation
5. Performance

The key skills in Music are taught throughout each unit of learning and are **progressive** over the academic year, as part of our spiral musical curriculum.

Cultural Capital



Our curriculum supports the development of children's cultural capital by providing them with access to a broad range of musical genres, cultures, and traditions. Through singing, performing and listening children build musical knowledge, confidence and communication skills while learning how to rehearse, perform, and appreciate music. By making high-quality music education accessible to everyone, our curriculum helps ensure all children develop the skills and experiences needed to engage confidently with the arts and wider society.

Events



To further develop children's confidence and performance skills opportunities are carefully planned for throughout the year. Classes have the opportunity to perform musically to their parents, carers and peers as part of their class Assembly. At Christmas, classes collaborate to learn and perform festive songs to the school community as part of KS1 production or carol concert. Reception class perform songs during their Christmas Nativity production and Year Six perform during their end of year production.