

Music - Intent, Implementation, and Impact Statement

Intent

At Bampton CE Primary and Nursery School we have chosen to deliver the Kapow Music scheme of work in order to meet the aims of the EYFS framework and the national curriculum. The intent is to ensure that Music lessons are an enjoyable experience for pupils and teaching staff. The intent of the Kapow Primary music scheme is first and foremost to help children to feel that they are musical and to develop a life-long love of music. The focus is on developing skills, knowledge and understanding so that children need to become confident performers, composers, and listeners. The Kapow 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.

Implementation

Early Years Foundation Stage

- Music is included within the **Expressive Arts and Design (EAD)** area of learning and development.
- Planning will be guided by the **EYFS Statutory Educational Programmes** and **Development Matters**.
- Children will be taught key music skills through adult-led music sessions. Adult-led lessons on Reception will be guided by the units provided in the Kapow Scheme of Work.
- All children in the EYFS will have access to a range of musical instruments and experiences through continuous provision on a daily basis.

EYFS Statutory Educational Programme: Expressive Arts & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts & Design: Birth to 3
<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds.
<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways.
<ul style="list-style-type: none"> • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
<ul style="list-style-type: none"> • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
<ul style="list-style-type: none"> • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
<ul style="list-style-type: none"> • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

Expressive Arts & Design: 3 & 4 Year Olds
<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.
<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
<ul style="list-style-type: none"> • Explore colour and colour-mixing.
<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.
<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know.
<ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas.

Expressive Arts & Design: Reception Children
<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses.
<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody.
<ul style="list-style-type: none"> • Develop storylines in their pretend play.
<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups.

Primary Phase

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • 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.

- We have chosen to implement the 20-week condensed long-term plan focussing on the essential skills and knowledge of Music, in a shorter timescale and added some instrumental units in Lower Key Stage Two to provide the opportunity for whole class instrumental lessons as suggested in the model music curriculum. The condensed scheme also allows curriculum time for each year group to take part in planned performances across the year.
- Music is taught as a discrete lesson following units from the Kapow scheme of work for each year group but opportunities exist across the curriculum to listen and respond to a range of music. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music.
- The spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge.

- Lesson plans include guidance on differentiation to allow all children to access the music lessons.
- Across all key stages, children have a range of opportunities to experience live musical performances and to take part in musical performances. Performances, such as Christmas plays and nativities and year group shows, class assemblies and celebration assemblies, demonstrate that music is important to the life of the school.
- Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.
- Subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Impact

- Children’s progress and attainment will be monitored through formative and summative assessments against the learning objectives.
- Children will meet the end of Key Stage expectations outlined in the EYFS and National curriculums.
- The impact of teaching music will be seen across the school with an increase in the profile of music.
- Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning.
- Participation in music develops wellbeing, promotes listening and develops concentration.
- Pupils will be able to demonstrate and articulate an enthusiasm for music and be able to identify their own music preferences.
- Pupils and staff will be confident to explore their creativity through music and singing.
- Children are inspired to become musicians, singers and performers.
- The music subject leader will monitor the impact on pupil’s through a variety of yearly activities including; work scrutiny, planning scrutiny, pupil voice, staff voice, parent voice and engagement in performances and relevant extra-curricular activities. This impact statement will be shared with SLT and the governors curriculum committee.

EYFS

- At the end of this phase children will be assessed against the Expressive Arts & Design **Early Learning Goal** as **Emerging** or **Expected**.

Expressive Arts & Design:
Creating with Materials
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative & Expressive
<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.