



## Manor Farm Infant School - Curriculum Design for Music

### Music INTENT

- Every child makes progress as a musician through a sequenced curriculum that builds upon skills and knowledge across the school.
- We believe our music curriculum underpins the personal growth of our children through working on their creativity, freedom of self-expression and confidence to perform.
- We aim to provide opportunities for children to enjoy experiencing a range of live/high quality recordings or a range of musical styles.
- All children have the opportunity to learn to play a recorder or be part of a choir.
- Teachers use the MFIS music assessment to monitor children who shine in music and children who need extra support.
- Children regularly have the opportunity to perform as a class and evaluate their own performance.

### Music IMPLEMENTATION

We follow the Kapow music which ensures coverage of all aspects of the national curriculum and also aligns with the Model Music Curriculum.

The Kapow scheme is categorised into the four strands:

Performing

Listening

Composing

The inter related dimensions of music (pitch, duration, dynamics and tempo)

### Music IMPACT

Children have a secure understanding of musical concepts as detailed in the four strands of the Kapow curriculum.

Children have enjoyed musical enrichment opportunities, by being part of a musical group (choir or recorder group), or through singing and performing as part of a school community. They have experienced live performances or high quality recordings of music which has given them a love of music and the feeling that music gives them.

They have been given time and opportunities to creatively express themselves through music in a range of ways.

### Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND.

Pupil Premium children are able to join recorder lessons which the school can pay for.

Our music curriculum is inclusive of all children through its very nature – where specific adaptations are needed for children with SEND they are made by the class teacher as part of ordinarily available provision.