



# Intent, implementation, and impact Statement: Music at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

***'Love always trusts, always hopes, always perseveres.'***  
Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

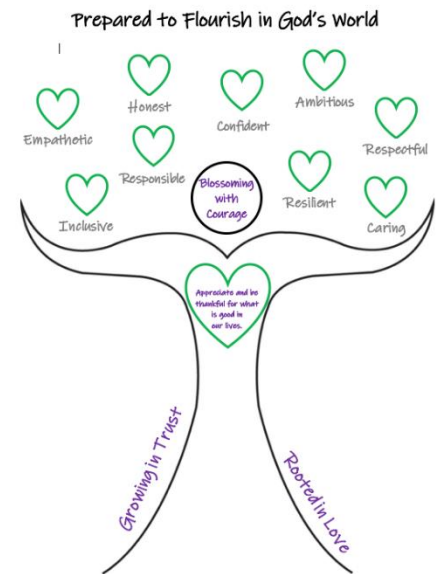
**Head – Rigorous academic study.** Enabling pupils to learn more and remember more, creating a change in long-term memory.

**Heart – Living wholeheartedly.** Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

**Hands – Courageous advocacy.** Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





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## C U R R I C U L U M I N T E N T

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

### The importance of music at Burford School

At Burford CofE Primary School we aspire to be musicians! Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, thus increasing their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Our music curriculum, along with our whole school values of Love, Trust and Courage, enable our children to develop their musical knowledge, understanding and ability. Above all, we want our children to enjoy their music lessons and embrace the musical opportunities they are presented with, without fear of judgement from others! We also strive to offer our pupils with disadvantaged backgrounds the opportunity to immerse themselves into the musical world. This initiative was spear-headed by the school music lead: a specialist in the subject area, who came from a similar background, yet whose life has been enhanced beyond measure by music, due to the fact she was afforded the same musical experiences as her peers when she was at primary school.

### What music looks like in our school:

At Burford CofE Primary School, music is taught using the Kapow music scheme throughout the year by class teachers, with our peripatetic music teacher delivering whole class instrumental tuition within each class for half a term, every other year. The Kapow music scheme takes a holistic approach to music, which provides full coverage of the Early Years, Key Stage One and Key Stage Two music categorised into five areas: performing, listening, composing and the history of music, the inter-related dimensions of music. These individual strands are woven together through themes and/or topic units, to create engaging and enriching learning experiences and ensuring progression and repetition in terms of embedding key learning, knowledge and skills.





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## Our philosophy:

- We are a passionate team of staff who foster a love music through our own strong subject knowledge. This is nurtured through continuous CPD through the Kapow music scheme.
- High quality resources allow staff to model and scaffold effectively.
- Cross-curricular content - building on children's prior and current learning to develop a greater understanding and appreciation of the subject.
- Children are given the opportunity to learn an instrument – not simply experience one.
- Children are given an audience to perform to and experience the uplifting feeling of applause and appreciation

## By the end of EYFS pupils will:

During the EYFS pupils are encouraged to be imaginative and expressive through a combination of child initiated and adult directed activities. They have the opportunities to learn to:

- 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.

## By the end of Key Stage 1 pupils will:

- Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.
- Play tuned and un-tuned 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.

## By the end of KS2 pupils will:

- 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





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- Use and understand staff and other musical notation 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.





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Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

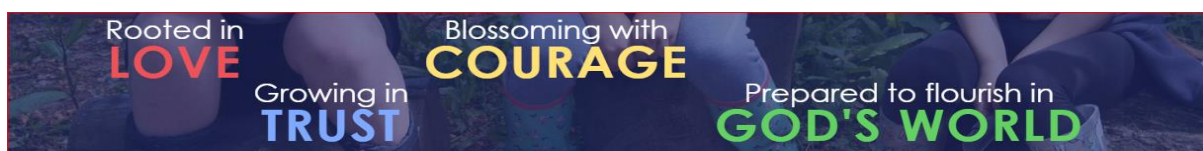
### How does it work in music?

The Kapow music scheme follows the 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 musical notations, as well as the interrelated dimensions of music and more.

The Kapow scheme for music provides teachers with weekly lessons plans, clear progression, engaging and exciting whiteboard resources and videos, key questions, differentiation, assessment, national curriculum and cross curricular links for each year group from Year One to Year Six. In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired 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.

### What do adults do to enable children to flourish in music?

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. At Burford CofE Primary, the implementation of the Kapow music scheme enables teachers to develop their subject knowledge and





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support ongoing CPD, as each unit of lessons includes multiple teacher tutorial videos, aiding them in their own acquisition of musical skills and knowledge – an area of development underpinned in the staff audit.

In addition to ensuring all staff are equipped to deliver our music curriculum, they will:

- Carry out learning walks to evidence the learning being taught
- Gather perceptions from staff, pupils and parents
- Deliver and organise additional whole school training to improve standards
- Support, encourage, foster and nurture a love of music in all staff and children
- Give wider extra-curricular opportunities by offering choir or additional 1:1 or small group tuition on instruments such as: ukulele, keyboard, brass, wind and string.

### How do we help children who need additional support?

The Kapow music scheme provides differentiated guidance for every lesson within each unit, to ensure that every lesson is accessible for all pupils. Class teachers are encouraged to use their extensive knowledge of their pupils, along with each child's pre-unit assessment to anticipate and address any barriers to an individual's learning or their ability to take part in any particular activity.

Alongside the support accompanying the delivery of the Kapow scheme of music, we also:

- Access Pupil Premium funding to provide opportunities for instrumental tuition.
- Display or provide a glossary of musical terms to aid pupils to develop their language and musical responses
- Adapt instruments and equipment to overcome any physical or sensory barriers.
- Give wider opportunities for performance e.g. School assemblies, Applefest, etc





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### How do we challenge children in music?

Along with providing guidance for differentiation, the Kapow music scheme also offers opportunities to challenge and stretch pupils' learning when required, for example; with a greater expectation for using specific musical vocabulary in their responses. Class teachers most commonly encourage pupils showing an aptitude for music to explore live and recorded music solo and ensemble performance opportunities, as this helps gifted students grow their talents further.

### How do we ensure all children can access the music curriculum?

At Burford CofE School, we pride ourselves in offering all of our pupils the chance to be musicians, regardless of their educational capabilities or background. Class teachers strive to devise effective planning, giving specific consideration for Special Education Needs or Pupil Premium to support all children along their musical learning journey. They do this by consulting their extensive knowledge of each child to identify any barrier or additional need they may have. They then endeavour to meet these needs by deploying various strategies, including: additional 1:1 staffing, differing teaching and learning approaches, and accessing specialist equipment/instruments, in order to allow every child to flourish.

In addition, we are most proud of the fact that every child on Burford Primary School's Pupil Premium register is afforded the opportunity to learn an instrument of their own choosing by accessing weekly 1:1 or group peripatetic instrumental lessons.





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## C U R R I C U L U M I M P A C T

The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.

### What will you see in music

At Burford CofE School, we use both formative and summative assessment information in every music lesson. Staff use this information to inform their short-term planning, helping to provide the best possible teaching and learning for all of our pupils, including the more able. Assessment of children's learning in music is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons.

### How do we know how well our pupils are doing in music?

Before each unit is taught, class teachers are encouraged to use the 'knowledge catcher' quiz to assess prior knowledge of all pupils in their class. This assessment is then used to inform differentiation, support and challenge required by the children. The quiz is then repeated once the unit teaching sequence has been completed, to inform class teachers of summative assessment for every pupil.

### What do we do with the assessment data we collect?

Summative assessment is conducted termly by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. This is recorded on a tracker grid. These judgements then inform the end of year level the children are working at. Monitoring in music includes: book looks, evidence scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice. All of this information will be gathered and reviewed by the Music subject lead and will be used to inform further curriculum developments and provision.

### How do we know that our children are flourishing in science?

On-going teacher assessment, feedback from peers/staff on performance levels and feedback from staff who have been working with a child 1:1 (SEN) informs us of the impact of the delivery of the Kapow scheme of music.

Alongside this, Burford CofE Primary School continues to invest in peripatetic music teaching – led by Mrs Joanne Giles from Shropshire Music Service. She provides specialist whole class music lessons to each year group for half a term on

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Growing in  
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a 2-year rolling program. She also delivers 1:1 and small group lessons on a variety of instruments (including ukulele, pBuzz, brass, violin and keyboard) to a large number of pupils across Key Stages 1 and 2. Individual achievement based on musical grading is another indication of how our children are flourishing in their musical journeys.

Our strong and established links with Shropshire Music Service enable all of our pupils to partake in varied and exciting opportunities across the school year, such as live performances of rock, pop, jazz and country music in school from the visiting band, whole school instrumental workshops, Shropshire Music Hub galas and concerts, Shropshire Sings and even Q&A sessions with musicians from across the service, allowing children to gain an insight into the life of a real-life musician!

In addition to the opportunities presented through the Shropshire Music Service partnership, Burford CofE School Choir and individual musicians partake in a variety of musical events throughout the year including Young Voices at Resorts World Arena Birmingham, weekly whole school singing and celebration assemblies, Christmas and End of Year concerts and playing and singing in local community events, such as doorstep singing to the elderly, Applefest and St Mary's Burford Church services.

Burford CofE School is extremely proud of the association it has formed with Shropshire Music Service. The extensive changes the music lead has implemented since their audit of the music provision in our school in December 2018, has been recognised by the Music Hub nominating our school for the Music Mark in schools award each year since that audit. These nominations have been acknowledged and the Music Mark awarded each consecutive year since - an undeniable accolade which signifies the passion we have for music at Burford CofE School.



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### What is Cultural Capital?

The National Curriculum defines cultural capital as: ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

### Powerful Subject Knowledge in music

- Names of well-known composers and their work
- Understand how music is created using musical notation, as well as through use of inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.

### Powerful Personal Knowledge in music

- Extra-curricular experiences such as our annual visit to Young Voices concert in Birmingham, singing in the community at Applefest and church services
- Live music experiences within school, such as Drumming workshops, Shropshire Music Service band performance
- Whole class/group/individual instrumental tuition
- Weekly singing assemblies

### Other useful information: Suggested Reads

