



NPSB Music Menu



Why do we prioritise Music at NPSB?

"Music is a universal language that embodies one of the highest forms of creativity" (The National Curriculum). "You know what music is? God's little reminder that there's something else besides us in the universe; harmonic connection between all living beings, everywhere, even the stars" (Robin Williams). Children can use music to not only explore and practise the virtues of creativity and collaboration but can build on their understanding of our world - its cultures and its diversity. They will develop an understanding of how music brings communities together and connects us, as well as understanding its power and the ability to change lives. An ambitious and inclusive music curriculum allows children to express themselves, be creative, to use the virtues of determination and resilience, which will in turn lead to excellence. These experiences and achievements will stay with our pupils and will shape their lives. Through music, children can develop life-long, transferable skills and knowledge. Our music curriculum aims to:

- develop a life-long love of learning about the world our pupils live in.
- help pupils make sense of the world and to prepare them for the future.
- help pupils to understand change, conflict and key issues which impact on our lives today and which will affect our futures tomorrow.
- learn about our responsibility to the Global Family.
- develop pupils who are keen to take responsibility for their own learning using a virtues-led approach.
- give children the foundations that they need to become well-rounded individuals.
- allow all pupils to have access to a range of opportunities in their lives.
- help to break down the barriers that they may face in life and to minimise and eliminate the gap for disadvantaged pupils.

Knowledge and Skills of a Musician

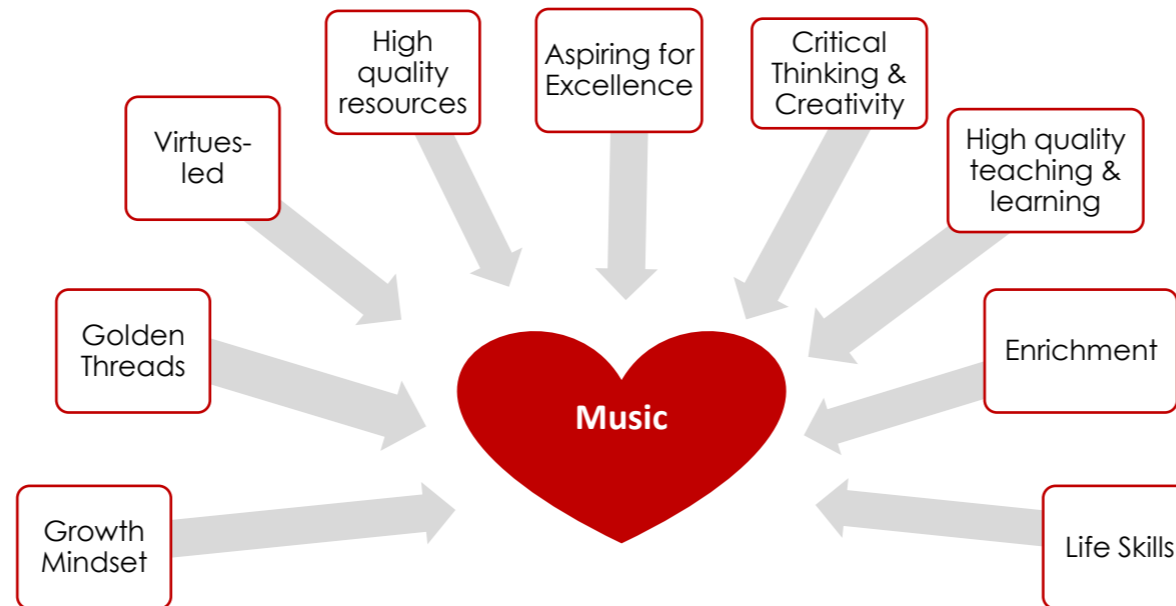
Singing

Playing tuned and untuned instruments

Listening, composing & performing

The history of music

Inter-related dimensions of music - the 'building blocks' of music:
pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation



Virtues Links

Show **love, respect, tolerance** and **gratitude** for our diverse world and its people.

Creativity in applying new skills and knowledge to pieces of music and concepts.

Resilience and **determination** to keep trying and persevering to develop our skills, knowledge and ideas.

Humility and **respect** when reflecting on our own and others' work.

Striving for **excellence** and using **diligence** in all learning and outcomes by always trying our very best.

Understand how through **collaboration, helpfulness** and **peacefulness**, we can build a better world for all.

Golden Threads:

GT1 – Love & Forgiveness vs Enmity & Hate **GT2** – Peace & Collaboration vs Conflict & War **GT3** – Trust in 'the Divine' / 'God'

Well-Structured	Ambitious & Inclusive	Life-Long Learners	Knowing more & remembering more	Subject knowledge and skills
<ul style="list-style-type: none"> • KAPOW scheme: well-sequenced progression of knowledge and skills document. • Vocabulary progression document. • Lesson expectation document that outlines effective ways to teach Music. • Purposefully planned units of work to link and build on learning. • Key concepts are progressively built on. 	<ul style="list-style-type: none"> • Ambitious Music Scheme used – KAPOW. • KS2 Indian Classical Instrument Lessons (Dilruba and Jori) • Higher-order questioning • Enable table resources (eg knowledge organiser) and/or working walls to support learning. • Inclusive enrichment opportunities. For example, theatre visits, performances (eg singing at the Commonwealth service at St Philip's cathedral) and additional after school instrument tuition. • Visits to local theatres and attendance at performances by local and national musicians. • Taking part in local music and arts projects. 	<ul style="list-style-type: none"> • Golden Thread enquiry questions woven through school's curriculum eg How can music bring peace? How was the composer conveyed conflict/love/peace/war within this piece of music? • Learning linked to virtues • 'Leaders of Learning' • Creating global citizens – understanding our responsibility to our Global Family. • Enrichment opportunities that foster a love and depth of music eg theatre visits, watching live musical performance, weekly music lessons, performances in front of an audience eg singing at the Commonwealth Service and class assemblies, additional after school instrument tuition and Nishkam Music Concert. 	<ul style="list-style-type: none"> • 'The Big Picture' to capture the end goal of each unit and link current learning to previously taught knowledge and skills. • 'Can You Still...?' is an opportunity to retrieve and practise previously learned knowledge and skills. 	<ul style="list-style-type: none"> • High-quality teaching and learning • All staff involved in high-quality professional development and training. • KAPOW scheme: supportive of teachers' subject knowledge and skills. • High-quality questioning and enquiry questions. • Opportunities to revisit previously taught knowledge and skills. • Cross-curricular links (eg Geography, History, RE Maths, Science, English) • Key concepts are explicitly taught.