

Curriculum Statement for Music



Belonging, Being, Becoming

The principle aims of music are:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The core of our music curriculum is the National Curriculum for England, which is supplemented by Charanga Music School.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality, ambitious music curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

In each year group, there is a **yearly curriculum map** which defines the key areas of music which will be taught throughout the year. This ensures that enough time is given, and that coverage is allocated to each key area. To ensure high standards of teaching and learning in music, detailed unit plans support teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document, key objectives and vocabulary are outlined and broken down into the three pillars of knowledge: technical, constructive and expressive. Progression documents and the music policy, used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum

At Sir Alexander Fleming, we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Inclusion – All pupils participate in physical education. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In music this looks like,

responding and composing within a music lesson. Giving opinions and ideas on the music being listened to and the music being performed.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In music oracy is developed through discussing how music makes the children feel and how they would change it to make it sound better.

Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In music enrichment includes guitar lessons, drum lessons, a carol service at the local church, choir concerts and end of term performances.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. We build physical activity into music through dancing and clapping during lessons to find the beat and the pulse.

Within the EYFS curriculum includes rich opportunities for children to learn nursery rhymes off by heart, to understand the stories of some of the nursery rhymes, to move with the pulse of the music, to understand the words of songs and that they can tell stories and paint pictures and finally to sing or rap nursery rhymes and simple songs from memory. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their musical understanding both inside and outside.

In Key Stage One and Two, lessons are designed in three stages listening and responding, musical activities and performing. In the listening and responding part of the lesson pupils are introduced to a wide variety of musical styles and genres. They learn about the composers and artists involved in that music and learn how to express their opinions. Each lesson is based around a song, through games pupils learn about the rhythms, pulse, pitch and dynamics of the song. They learn to sing the song, developing their understanding of pitch, singing together and singing in parts. Pupils learn to accompany the song using tuned and untuned instruments using a variety of notation. Each

unit has an improvisation element allowing to compose their own section to the music. The end of each lesson is always a grand performance of what has been learnt and rehearsed.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will recap previous learning and then share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

As a school, we subscribe to the Shropshire Library Service (SLS) which offers a range of quality texts linked to the RE area of learning. Pupils read for meaning throughout lessons when carrying out research to retrieve information from religious sources.

The impact of our Music curriculum is that:

Our pupils love music and can explain the importance of the subject in their everyday lives. They can also explain how the subject will help them in their future careers.

- Our pupils have a sound understanding of the knowledge and skills they have been taught which prepares them for their next stage of education.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work which pupils clearly take pride with.
- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leaders have a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be