

# MUSIC

## INTENT

Our curriculum intent for Music reflects the purpose and aims of the National Curriculum by helping our pupils to 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. Pupils 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. Pupils will understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. The curriculum breadth is adapted to the context of our school by ensuring the progression of musical knowledge, appraisal and skills, from our youngest children in Sunbeams Nursery, through to our oldest children in Year 6, is planned for and delivered through high quality provision, lessons and opportunities.

Our school curriculum drivers also shape our music curriculum:

- **Culture**
- **Community**
- **Equality**

Our curriculum is driven by the development of cultural capital and it is through the promotion of and exposure to ambitious ideas, experiences and learning that our curriculum broadens the children's knowledge and understanding of the world. It is with a particular emphasis on female and ethnic minorities in Music that we hope to promote equality through non-stereotypical role models within this curriculum area.

The curriculum is sequenced in long and medium term plans to help pupils build cumulative knowledge towards agreed milestones and expected standards. The most important subject content is organised through threshold concepts which organise new knowledge systematically and ensure a logical progression. These are:

- o Perform: This concept involves understanding that music is created to be performed.
- o Compose: This concept involves appreciating that music is created through a process which has a number of techniques.
- o Transcribe: This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.
- o Describe music: This concept involves appreciating the features and effectiveness of musical elements.

We develop children with the following essential characteristics to help them become musicians:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

### IMPLEMENTATION

As part of the planning process, teachers will need to refer to the following documents:

- The National Curriculum
- Knowledge Organisers
- Chris Quigley Essentials – Threshold Concepts and Milestones (End points)

Teachers will be expected to plan a cycle of lessons which makes links to previous learning; outlines the knowledge and vocabulary to be taught; plans for progression and depth; includes low stakes quiz opportunities to develop deep long-term learning; meets the needs of SEND pupils and includes and challenge for pupils to apply their learning.

Our school uses the **Charanga** scheme on which to base our teaching.

### IMPACT

Our Music curriculum is high-quality, well taught and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- Proof of Progress (POP) tasks
- Pupils' discussions about their learning

- A celebration of work through displays, concerts and performances within the community.