

Music Curriculum 2021 - 2022

Curriculum Intent

What is the intent of the Music curriculum?

- In line with the National Curriculum Programme of Study for Music (2014), the Development Matters (2021) and the Model Music Curriculum (2021), our aim is for our children to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, composing and musicianship across a wide variety of historical periods, styles, traditions and music genres.
- The music curriculum has been designed to revisit, remember and apply skills which have been previously taught throughout Foundation Stage, Key Stage 1 and Key Stage 2.
- Children will learn new skills to achieve the objectives set by the National Curriculum (2014), the Development Matters (2021) and the Model Music Curriculum (2021), in order to progress and develop.
- It is important that our children develop a curiosity for the subject as well as an understanding of the importance of music in the wider community. We are committed to ensuring that our children are able to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

Curriculum Implementation

How does the curriculum overview allow all children to achieve?

- The success criteria will be clearly linked to the National Curriculum (2014) and the Development Matters (2021) via careful planning to ensure knowledge and skills are being taught, revisited and built upon.
- Our music curriculum is planned collaboratively by the teachers and the Music Lead. “Kapow”, “Music Express” and “Sing Up” schemes are used frequently to assist planning.
- The music curriculum ensures that children sing, listen, play, perform and evaluate. This is embedded within our classroom activities during assemblies, Mass and liturgies to enhance prayer and reflection, as well as in various concerts, plays and performances and learning instruments.
- Teachers allow for cross-curricular links to music within other subject areas. This helps to emphasise the importance of music throughout all aspects of life.
- It is recommended that music is taught in each class for an hour every week (MMC 2021.)
- Foundation Stage will include music in their continuous provision, following the guidelines for the Expressive Arts and Design area of learning and development.
- Evidence of the children’s learning and progression will be recorded through photographs, videos and collating drawings and written activities in a whole class journal.
- The school has whole class ensemble teaching in Years 3 and 5 where children are taught to play djembe drums for half a year each. Year 4 learn to play ukuleles throughout the year. These lessons incorporate teaching the beginnings of music notation, rhythm, singing and learning to play an instrument effectively and musically.
- Additional opportunities are offered in music for example in KS2, children have the opportunity to be taught private woodwind and brass instrumental lessons in school. We also run a choir which performs for local residents, at Mass and for concerts in and out of school.
- Music singing clubs are available for the younger children in KS1.
- Foundation Stage and KS1 have access to instruments on the playground at playtimes.

- Pupil premium children are encouraged to attend choir and music clubs so they are offered wider opportunities and enhance their cultural capital.
- Our aim is to make our SEND and Disadvantaged children to feel valued and included, and to have high aspirations. Inclusion is embedded in our practice and teachers regularly review and reflect upon their own practice to ensure progress is made. Teaching is adapted and responds to the strengths and needs of all learners.

How is prior knowledge revisited?

- Teachers are aware of the skills expected of the children throughout the school, from the music skills ladder document.
- Teachers know and understand how areas of the music curriculum are being taught in other year groups.
- The lessons that teachers plan ensure that previous knowledge and skills are revisited and embedded consistently.

How is assessment used effectively?

- Assessment is used consistently and strategically following a 'plan, do and review' cycle to evaluate children's progress, knowledge and understanding. It is a valuable tool used by teachers to be able to identify individual strengths and areas for development to inform next steps in planning and teaching. Teacher, peer and self-assessment, oral and written feedback and formative and summative assessments inform next steps, interventions, reviews and provision to ensure children are supported and extended.

How is cultural capital developed throughout the curriculum?

- The children are being taught about and will listen to the music of composers from the different periods of music history from medieval times up to the present time. The suggested pieces of music listed in the Model Music Curriculum 2021 will be built into each year group's music planning.
- Music will help the children to develop a broad understanding of a range of cultures, languages and history of music.
- The children will be able to enjoy music in as many ways as they choose, either as a listener, composer or performer.
- The children will experience a wide spectrum of music knowledge and skills should they develop further interest in their later lives.

Curriculum Impact

What does impact look like?

- The children will develop knowledge and understanding from their relevant starting points.
- The children will have a range of skills and knowledge that meets the requirements of the National Curriculum Programme of Study for Music (2014), the Development Matters (2021) and the Model Music Curriculum (2021.)

- The teaching of music in school will ensure that the children are able to participate and express themselves through music and will encourage them to have high aspirations and be aware of all future possibilities.
- The children will retain knowledge about musicians and composers from their music lessons and will be able to use and apply the skills that have been taught in their own music-making.