

Curriculum Statement for Music

Intent

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. At Stoborough Primary we value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. It is our aim that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school. Our musical curriculum has been designed to:

- Reflect our school vision and values
- Support the development of listening skills.
- foster team working, whether small group, whole class or as part of an ensemble.
- help to build social and cultural values.
- build life skills such as empathy, problem solving, and communication, and a sense of responsibility and commitment.
- support improved behaviour as it requires discipline, dedication, resilience and dedication.
- encourage creativity and provide children and young people with a medium with which to express themselves.
- help to support emotional well-being and instil an increased level of positivity and calmness.
- improve children's self-confidence and self-esteem.
- provide disadvantaged children opportunities that they may not be able to access outside the school setting.
- provide an inclusive and therapeutic platform for children with SEND.
- Provide opportunities to develop spirituality

Aims:

The national curriculum for music aims to ensure that all pupils:

- 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.

Implementation:

Our pupils in the Early Years Foundation Stage explore music as part of the Early Learning Goal of Expressive Arts and Design: Being Imaginative and Expressive. They 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.

Pupils in Years 1-6 are taught by a specialist music teacher, each week. The Charanga scheme of work is used in Reception, Year 1 and Year 2. Key Stage two follow our music curriculum which is carefully designed to show continuous progressions of skills, knowledge and understanding from the Early years and key stage one right through to Year 6.

The curriculum ensures a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Our children sing, play instruments, perform, improvise, compose, listen and evaluate.

These areas are embedded in music lessons, as well as collective worship, various performances, the learning of instruments, and the joining of one of our extra-curricular clubs.

Children are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Subject specific vocabulary is continually re-visited and reinforced in the context of musical experiences to enable it to be stored in long-term memory and then retrieved in different situations to apply it to different learning. In the classroom students learn how to use their voice and use un-pitched and pitched percussion, recorders, ukuleles and keyboards, also with the opportunity to experience Samba ensemble tuition. In doing so, they link sounds to symbols, using graphic notation as well as learning to read basic music notation. They also learn how to improvise and compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of using an instrument.

Our pupils follow an 'A' and 'B' year to enable coverage of a greater breadth and depth across a key stage.

How are *all* learners supported to make progress?

We ensure that *all* children at Stoborough receive quality first teaching, including:

- Clearly designed lessons
- Appropriate use of modelling, explaining and questioning to engage with higher levels of critical thinking skills
- High expectations for all, including an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenges to further their knowledge and understanding through verbal feedback and physical music skills modelling.
- Targeted scaffolding for children who need more support
- Key vocabulary is used in class and explained in a musical context

Impact:

Pupils at Stoborough have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music creates an enormously rich palette for pupils to experience achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum at Stoborough also enables children to develop an understanding of culture and history, both from across the world. Children are able to

enjoy music, as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. Our children are confident performers and are curious to explore combinations of sounds and further listening examples.