

## Music



### Intent - What are our curriculum aims?

At Stocks Green Primary School, our music curriculum is designed to meet our curriculum aims which are to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success

Further to this, we have specific aims for pupils leaving our school having experienced our music curriculum. We intend that all **pupils are able to appreciate and understand what music is and how it can inspire, excite and effect individuals in different ways.**

In order to achieve this overarching intent we aim for pupils to develop a curiosity for music, understanding its importance in the wider community. We strive to inspire pupils to have **the ability and confidence to sing, play, listen to, evaluate, analyse and compose music across a wide variety of historical periods, styles, traditions and musical genres, including digital technologies.** Our music curriculum is designed to allow pupils to have the musical skills and knowledge in music in a variety of contexts, as well exposing them to a wealth of musical experiences.

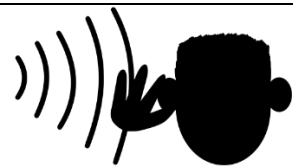






Our music curriculum is designed to **ignite children's interest in the world of music.** We aim that in every music lesson children know more and remember more of our curriculum. Our music curriculum extends beyond the breadth of the National Curriculum to include a rich variety of **engaging** and **exciting** musical experiences that allow children to develop the transferable skills necessary for future success. This includes the opportunity to perform in front of an audience in every year group. Progression of knowledge, skills and vocabulary are all **systematically planned** so that by the end of Year 6, pupils are ready for the next stage of their musical education.

Our curriculum is based on the Model Music Curriculum and is delivered through the pedagogical approach outlined in the Charanga scheme. Using the Charanga framework, we have settled on lenses through which to view our curriculum. These lenses help pupils to recognise links between learning across both a year and as travel through the school.



# Stocks Green Primary School

Learning to Live, Living to Learn

						
Listening and responding	Singing	Playing	Musicianship and notation	Composing	Improvising	Performing

## Implementation – How do we achieve our aims?

### Mapping concepts

Within the themes of 'Music', we have identified key concepts, including listening, singing, playing, musicianship and notation, composing, improvising and performing. These are highlighted through the use of lenses so that **key concepts are built on, retrieved and become stored in children's schemata over time.**

### Progression and sequencing

The music curriculum has been **designed to provide the children with the knowledge required to have successful careers in music.** Each lens has been carefully considered to build over time and with an onward trajectory of a future career in music. For example, the 'Singing' lens provides the children with the transferable skills necessary to be successful in secondary school and move on to have a career in singing. Our music curriculum is designed to be taught in a particular order so that children build their historical knowledge and skills over time. The lessons in each of the lenses is written in sequence. Sequencing is really important, as children should not be undertaking tasks or be introduced to new concepts without having the required prior knowledge.

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## Lesson design and curriculum delivery

Lessons are designed to **build children's prior learning** by analysing the content of the lens taught in previous year groups. This is achieved through carefully planned retrieval practice that links knowledge built over time to the current learning. Each lesson has a clear structure, built around a song. Each lesson has a clear structure with the musical learning being related to a song. This is taught through a variety of lesson activities, including historical connections, narrative, related music theory, cultural context and style. Lessons build upon, the interlinking elements of music that are introduced in Year one. In this way, children get plenty of opportunities to apply their developing skills both within and across a series of lessons to ensure it is embedded in their long-term memory.

The spiral design of our music curriculum gives the opportunity for children to be immersed in music making activities that deepen over the course of years 1-6. Musical elements and concepts are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated and musical skills are reinforced. Each unit of work is given a **social question** and **musical spotlight**, in which children are encouraged to think deeply about the world, their communities and their relationships with others. The social questions are revisited each year in the same order.

## Building vocabulary

We know how important it is to teach children correct subject vocabulary. Rather than a one-off approach, we've built **consistent use of vocabulary** across each of the lenses. For instance, children become familiar with terms, such as pitch, tone, rhythm. This helps them to become increasingly confident in using them in different contexts. The developing vocabulary used is outlined within the progression of knowledge and skills.

## Pupil Outcomes

We believe that music is fundamental to our humanity and civilisation. Every child deserves the opportunity to engage with music of all styles and of all cultures, in order to develop their own musical journey. Therefore, expectations for pupil outcomes are based on practical music making. Opportunities for performance are given in every lesson. Pupil learning is captured through pupil voice, assessment for learning and performances.





## Impact – How will we know we've achieved our aims?

### Outcomes

The impact of our curriculum can be seen through the pupil's ability to respond to, contextualise, appreciate and perform music. Our music curriculum allows the development of transferable skills in enquiry and critical thinking along with, an appreciation of social connectivity. Our pupils will become globally aware and understand what it means to become a citizen of the world. The wide variety of performance opportunities will build self confidence which can be transferred to all areas of their learning.

Staff assess pupils against the progression document at the end of sequences of learning by exception. Assessment takes place through a formative approach in all lessons and cumulatively builds up a picture of the children's learning. This is recorded on Arbor and analysed by the music subject leads to further develop and enhance our curriculum to ensure it meets its stated intents.

