

Curry Rivel Church of England Primary School



Curriculum Overview:

Our curriculum approach to Music reflects our ethos statement 'Caring, Curious and Confident'

In particular, we aim for pupils to develop curiosity about a range of musical genres and cultures, as well as providing opportunities to work co-operatively with others to compose, create and perform live pieces. We hope to encourage our children to develop a love of creativity, melody and expression.

'Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'

DfE, 2013

'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.'

Plato

Intent:

At Curry Rivel, understand that Music is unique and includes its own substantive knowledge, disciplinary knowledge and skills. We are a six-class school and nursery, with mixed age classes. Due to demographic changes and unpredictable in-year admission numbers, our class structure is not guaranteed to be the same

year after year. However, we believe all children should have access to high quality Music regardless of their path through the school, and that Music should be an integrated part of the whole school curriculum and community. Therefore, we have carefully sequenced a Music long term plan which ensures that whatever journey a pupil takes through the classes, the National Curriculum content is covered. Our school recognises the benefits that high quality Music provision can give to all our pupils. We believe that music is a powerful tool that allows pupils to communicate their thoughts, feelings and emotions in a unique way. In addition, we feel that combining artistic creativity with emotions and experiences enhances children's ability to express themselves and reflect; this is a lifelong skill that is crucial to their personal development. Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. Our curriculum is a 'spiral,' in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity. These concepts are:

- **Rhythm/Beat**
- **Pitch – Melody**
- **Tempo**
- **Dynamics**
- **Texture**
-

'Substantive' knowledge is carefully 'curated'. Skills are progressive through the use of the Musical Skills Progression Overview. We are also deepening our understanding of disciplinary knowledge for each subject so that concepts connected to a unit of work are revisited across the age ranges. By revisiting the concepts and expanding upon them, we are able to embed knowledge and create connections with prior understanding, therefore making the learning 'sticky'.

Implementation

The class teacher, following a long-term programme created by the subject leader and aided by resources from Charanga, teaches Music weekly every other half-term. Across their time at Curry Rivel, children will be exposed to a wide variety of musical genres and styles, and will be given the opportunity to create and compose musical ideas using both their voices and instruments. Pupils will experience a varied Music curriculum, with a range of genres, styles and topics provided for all interests and abilities. Pupils will also take part in regular singing during collective worship, and will experience high quality live music through their teachers and their peers' performances. Children will hear and

study 'Music of the month,' which will further enhance children's' appreciation of music from different cultures and eras.

- We use 'Charanga' as a source of high quality planning for our teachers.
- Each class is taught Music weekly every other half-term by their class teacher.
- Each child takes part in Collective Worship
- Every month, the children hear a new 'Music of the Month,' ranging different genres, cultures and eras.
- One class learns an instrument with Somerset Music

High expectations and 'Cultural Capital' is gained by:

- Using high quality literature and texts across the curriculum.
- Inspiring the children through videos of top musicians.
- Valuing 'oracy' and teaching high-level vocabulary.
- Using 'authentic' high quality resources.
- Live demonstrations and visits from professional musicians.
- Making links to 'Primary Futures' which shows children how what they are learning at school can lead to an interesting, exciting future, job or career.

Teachers use 'Assessment for Learning' strategies including 'fast feedback' and the 'Teacher Assessment Record' to check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.

In Music, we develop sticky knowledge by:

- Building opportunities for retrieval practice within the topic E.g Through low stakes mini-quizzes, use of flash cards, multiple choice questions or short 'Q and A' activities.
- Using 'Flashbacks' to retrieve knowledge and skills from last week, last term and last year.
- Using knowledge organisers.
- Integrating new knowledge into larger key concepts

Impact

The children gain self-confidence through their involvement in Music, and show a willingness to express themselves through the creative medium of song. Music offers the children the means by which to develop a positive attitude towards

creativity and emotions, and to understand the importance of music across different cultures.

In Music, we want learners to develop detailed knowledge and skills and as a result, achieve well and grow in confidence. This will be reflected in the progress the children show in their end of unit compositions or performances. We want children to be able to talk confidently about what they have learned, how they have improved and how this is connected to other units of work they have been taught.

- Children will develop an ability to listen to and appreciate a wide variety of music, including that which has a specific purpose.
- Children will have opportunities to explore and express ideas and feelings about music in a variety of ways, for example through dance.
- Children will explore a range of musical elements, for example: pitch, tempo and dynamics.
- Children will create and develop musical ideas using voices and instruments - both tuned and un-tuned.
- Children will develop a sense of group identity and togetherness through composing, rehearsing and performing music with others and to an audience.

The Subject Leader uses a range of tools to evaluate the Music curriculum including end of unit assessments, staff and pupil interviews. They will ask:

- Is the curriculum working- what do assessments tell me? Are children progressing?
- What impact is the curriculum having? If children are not progressing, is my subject sequenced correctly? Are layers of learning there? Are we revisiting things enough? Is teacher subject knowledge good enough? Are we meeting the needs of SEND pupils?
- What can/cannot children do? What have they learned/not learned? How do I know?
- What is this telling me about the organisation and sequence of the music curriculum?

Written by Jack Bridgeman July 2021

