



## What Art looks like at Sandiway Primary School

### In Music, we take our children on a journey that is engaging, exciting and empowering for

#### Curriculum Intent

**Our vision for Music is to deliver a curriculum that is:**

##### **Engaging**

We provide a range of opportunities for all of our pupils to explore their creativity and that of others through song, instruments, talented artists and experimental opportunities that inspire and motivate them.

##### **Exciting**

We Champion all pupils interest and enjoyment of music and instil a life-long fascination and positive attitude towards the music world by understanding the key elements of musical knowledge and skills.

##### **Empowering**

To ensure that all pupils experience a progressive curriculum that encourages experimentation, practise, skill and ability to flourish as a confident performer in the outside world.

#### **Our Philosophy :**

To inspire children's creativity and curiosity about Music by:

- Following a bespoke Curriculum with elements taken from the Charanga Primary Music Scheme.
- Children will 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
- Ensuring there are opportunities within each unit to evaluate and analyse their own work and that of others.
- Teach children to sing and use their voices, to create and compose music on their own and with others.
- Provide opportunities to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- They will 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.
- Providing a progressive curriculum in both music knowledge and skills
- Ensuring that creativity works alongside skills acquisition.
- To teach music vocabulary through practical experiences.
- Cross curricular links are made where possible.
- High quality modelling and scaffolding of the skill leading to the exploration of ideas are provided.
- Termly enquiry-based questions are set for the children to explore, giving them opportunity to experiment, practise and reflect on their learning.

We encourage our children to be tolerant and responsible citizens through the understanding that people's music is unique and therefore commands respect.

In Music, our children experience a variety of approaches (traditional, modern, contemporary), cultures and traditions and connections are made to these which supports them in appreciating the awe and wonder of music in the world around us.

**The basis of the knowledge and understanding at each stage, as set out in the National Curriculum:**

**By the end of EYFS, pupils will have learnt:**

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes and stories with others and when appropriate, try to move in time with the music

**By the end of key stage 1, pupils will have learnt:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**By the end of key stage 2, pupils will have learnt:**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

# Curriculum Implementation

## **This is how it works:**

- We follow a bespoke Curriculum with elements taken from the Charanga Primary Music Scheme.
- We deliver vocal and musical arts skills drawing on the Music Specialists prior knowledge and skill.
- Termly enquiry questions are followed to ensure coverage of musical knowledge and skills.
- Lessons take place on a weekly basis for one hour to ensure continuity and opportunity
- Children use prior experiences to build on new skills.
- The acquisition of skills and practise is presented in A Music Floorbook and on SeeSaw
- Opportunities for both independent and collaborative work
- Each Key Phase will study a range of artists and their work throughout each unit. By the end of Year 6, pupils will have been exposed to a variety of different artists and performers.
- Collaborative work as a whole school community is encouraged and celebrated through performances throughout the year.
- Where possible, children perform along-side and for the wider community forming links with the local church, families, other schools, Musicians, Nursing Homes, celebrations and events to further enrich the children's experiences of the subject.
- Extra-curricular clubs to further prompt a passion and curiosity for music and performing.

## **This is what adults do:**

- Positive modelling within music lessons, encouraging an environment where everyone is a musician and performer.
- Model and scaffold evaluation and analysis of creative work by sharing own thoughts.
- Create a learning environment rich in resources that supports their learning.
- Monitoring of class participation, experimentation, compositions and performances.
- Model appropriate use of music vocabulary.
- Engage in CPD to ensure their subject knowledge is good.
- Regular retrieval practise of previous learning and effective questioning to ensure learning is memorable and enjoyable.
- Provide extra curricular music activities to engage and inspire those with a desire to learn outside the classroom
- Select and provide opportunities for additional instrumental lessons such as Ukulele, recorder, piano, keyboard, guitar, drums, flute and clarinet.

**This is how we support and ensure access for all children:**

- The music curriculum is equitable and appropriate for all groups ensuring full access and parity for all pupils.
- Small group/1:1 adult support given where required.
- Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. enough instruments for all children, a range of different sized beaters, headphones to reduce sound, templates, auditory examples etc).
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- Pupils then receive additional support or resources.

**This is how we challenge:**

- Support of tasks, or outcomes is planned.
- Small group or 1:1 feedback to further challenge.
- Open-ended tasks.
- Through questioning.
- Encouraging self-evaluation and testing of ideas.
- Peer learning.

## Curriculum Impact

### **This is what you might typically see:**

- Happy and engaged learners
- A variety of independent, paired and group work
- Improvisation
- Engagement and perseverance
- Self-motivated children
- Children talking positively about music and artists, sharing and reflecting on their learning

### **This is how we know how well our pupils are doing:**

- Observations of performance and individual tasks
- Verbal feedback from teacher to pupil
- Verbal feedback from pupil to teacher/TA
- Pupil voice conversations with Subject Leaders/ SLT
- Photo evidence on Seesaw
- Monitoring of children's progress over time

### **This is the impact of the teaching:**

- Confident children who can talk about music and performing
- Children who are enjoying their learning in music and performing.
- Children who are equipped with a range of skills and techniques to create different compositions and performances.
- Children who know how to use and apply different techniques to create a composition, perform as an ensemble or accompany a chosen piece of music.