



## Music Curriculum Statement

**Four basic elements run through our whole curriculum. Through the Music curriculum we foster Achieve, Believe, Care and TIPTOP to enable every child to be the best they can be.**

At Goodrich CE Primary, we believe that music is one of the highest forms of creativity and that it is a skill that should be valued and nurtured throughout their time at school. We believe that Music should engage and inspire pupils to develop a love of music; have the opportunity to be musicians, allow children to share their talents and develop essential life skills such as building their self-confidence, being creative, expressing themselves clearly and confidently and feeling a sense of achievement.

### Curriculum Intent

At Goodrich CE Primary, we aim to provide a Music Curriculum which will give children the significant and key knowledge that pupils should know and remember, as well as the skills that the children will develop and build on including key concepts through different contexts and vocabulary. This will enable each child to reach their full potential in Music and develop musical skills, including listening and discussing music, encouraging children to enjoy singing, composing and performing, (with the opportunity to perform in front of an audience) and learning about the history of Music. By the time they leave primary school, children will have gained this knowledge and understanding as well as having an appreciation of musical forms.

Throughout their time at Goodrich, pupils will have access to the school's instruments and have opportunities to compose and perform electronic music on IPADs. In Early Years and, children will build a repertoire of familiar songs and will be encouraged to explore a range of instruments, both with an adult and independently.

Later, children will learn to use their voices expressively and creatively through songs and chants as well as being able to experiment using a range of instruments. At the end of Key Stage 1, Year 2 children will have the opportunity to learn how to play the recorder in whole-class lessons. Children will also listen to a range of music from different cultures and eras, giving them an opportunity to listen and develop their understanding of the musical elements. In Key Stage 2, children will be taught by specialist Music teachers from Encore, which will ensure that every child has the opportunity to learn a musical instrument through whole-class ensemble teaching programmes, as well as learning musical notation and basic music theory.

Children at Goodrich CE Primary have opportunities to showcase their talents in our school choir, school performances, Battle of the Talents and Collective Worship. Children will also have the opportunity to have additional Music lessons through Peripatetic teachers, which are paid for by parental contributions. These lessons are normally taught to individuals throughout the school day, one session per week. Instruments that can be learnt include piano, guitar, violin, drums and wind and brass instruments.

Our Music Curriculum planning in Early Years and Key Stage 1 is planned from the Charanga scheme of work in line with the National Curriculum. These units allow children to build upon prior learning and provide opportunities for children of all abilities to develop their skills and knowledge in each teaching unit.

In line with the National Plan for Music, Key Stage 2 children are provided the opportunity to learn various instruments including the toot, tin whistle, ukulele and Samba instruments (Y3-5) and the cornet and clarinet (Y5-6), as well as develop their Musical skills through the use of

Charanga with their specialist Music teacher from Encore.

**What a Music lesson looks like in our school:**

- In Early Years and Key Stage 1, Music is taught using the Charanga Music Scheme throughout the school year by class teachers/HLTA.
- In Key Stage 2, specialist Music teachers from Encore Wider Opportunities teach the children how to play an instrument and deliver the Music Curriculum through Charanga.
- A range of activities including listening appraisal, singing, composing, performing.
- Key vocabulary taught and used by children
- Children working independently, in pairs, groups and as a class
- Children who are responsible, competent, confident and creative users of musical instruments including their own voice
- Opportunities for creative work, exploring ideas and recording experiences
- Opportunities for critical thinking and discussions
- Regular opportunities to listen to music from a wide variety of cultures and genres
- Opportunities to develop the skill of reading music such as staff chord, tab and graphic.
- Opportunities to perform in front of an audience.

**This is our philosophy:**

- Charanga Music Scheme and high quality resources allow staff to model and scaffold effectively
- Cross-Curricular links where possible
- Children build on prior knowledge and current learning to develop a greater understanding and appreciation of the subject.
- Children are given the opportunity to learn to play an instrument – not simply experience one.
- Children are given opportunities to perform in front of an audience and experience the uplifting feeling of applause and appreciation.
- During the year, we plan opportunities for children to share their learning with other children, adults (classes, collective worships).

**This is the knowledge and understanding gained at each stage:**

**By the end of EYFS pupils will:**

During the EYFS, pupils are encouraged to be imaginative and expressive through a combination of child initiated and adult directed activities. They have the opportunities to learn to:

- 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).

**By the end of Key Stage 1 pupils will:**







- Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.
- Play tuned and un-tuned 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:**

- Sing and play musically with increasing confidence and control.

- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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

MUSIC						
BIG IDEAS	Perform		Compose		Transcribe	
Building Blocks	Singing	Playing instruments	Compose	Digital music	Symbols-Musical notation	Musical Vocabulary
	 Singing	 Playing instruments	 Compose	 Digital music	 Symbols- Musical notation	 Vocabulary

Please refer to:

- National Curriculum Compliance document – to demonstrate that statutory requirements are met.
- Building Block Coverage – to plot where building blocks are taught throughout the curriculum.
- Long Term overview – to identify themes used to explore the building blocks
- Vocabulary document – words required to be taught in each milestone or class
- Music Progression document – skills and knowledge to be taught in each building block by milestone or class.

Our Music Curriculum - The Charanga Scheme, provides full coverage of the Early Years, Key Stage One and Key Stage Two music categorised into five areas: performing, listening, composing and the history of music, the inter-related dimensions of music. These individual strands are woven together through themes and/or topic units, to create engaging and enriching learning experiences and ensuring progression and repetition in terms of embedding key learning, knowledge and skills.

Key Stage 2 children are taught by specialist peripatetic music teachers from Encore Wider Opportunities who deliver whole class instrumental tuition throughout the year.

### This is how it works:

- Planning through a set of overt lessons from the Charanga Scheme
- Key Stage 2 children given the opportunity to learn how to play a range of instruments and build on prior skills.
- Opportunities for cross-curriculum development
- Cross-curricular opportunities include a wide range of listening, singing, performing and composing.
- Opportunities for children to acquire a rich musical vocabulary from Early Years to Year 6.
- Opportunities to listen to live music e.g. pupil performances during Collective/Celebration Worships, Young Voices, Hereford College of Arts, Hereford Sixth Form College etc.
- Regular whole school performances, including opportunities to perform on the class instrument as a whole school.
- All children are invited to join the school choir.
- All children from Key Stage 1 have the opportunity to learn and play an instrument through specialist peripatetic music teachers (private lessons, paid by parents).
- Support from Encore Wider Opportunities for staff and also CPD opportunities.

### This is what the adults do:

- Planning is both overt and discrete. Staff follow the Charanga planning which builds on previous learning, skills and experiences in Early Years and Key Stage 1.

- Encore Wider Opportunities Music Specialists follow Charanga Scheme to teach the Music Curriculum through playing an instrument.
- Positive use of mistakes and misconceptions
- Create a learning environment rich in resources that support learning
- Learning walks/monitoring to ensure that Music is being taught
- Regular staff audits
- Whole school CPD
- Inform/guide parents on how to appropriately guide/support their child's love for Music e.g. opportunities for Music lessons etc.
- Research new innovative techniques/programs to support the teaching of Music
- Network with other schools - Music coordinators, e.g. through Encore Wider Opportunities Network Meetings and CPD opportunities.
- Support, encourage, foster and nurture a love of music
- Plan whole school celebrations
- Plan appropriate songs for Collective Worships, to complement our school Christian values and British values, and Collective Worship topics where possible.

#### **This how we support children:**

- Mixed ability groups and pairings
- For those children identified – 1:1/small group support put into place
- Lessons adapted for children e.g. adaptation of instruments to overcome any physical barriers e.g. left-handed
- Use of padded headphones (ear defenders) for pupils who have sensory difficulties
- Clear learning objectives and skills to be learned are shared at the beginning of each lesson.
- The use of effective questioning
- Self-assessments are used throughout the lesson, e.g. through mini-plenaries
- Use of Pupil Premium funding to provide opportunities for instrumental tuition

#### **This how we support staff:**

- Identification of CPD needed
- Curriculum Groups – share expertise throughout the school
- Use of staff meetings
- Small sessions and immediate support as and when required
- Use of Encore Wider Opportunities and Charanga

#### **This how we challenge children:**

- Differentiation or adapted through challenge/support
- Small group work to further challenge
- Revisiting sticky knowledge regularly

#### **This how we ensure all children can access the curriculum:**

- To support all children, particularly those who have SEN or EAL needs, key vocabulary and movements are referenced and specifically taught to extend the children's use of vocabulary and develop greater access to the curriculum.
- Pairing/Grouping children alongside good role models to support one another.
- Frequent repetition and revisiting to help make knowledge of movement/vocabulary stick.
- By providing visual/practical prompts.

Teaching lessons using a range of different techniques to suit a range of learning styles e.g. videos, interactive websites etc.

### **What is Cultural Capital?**

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

#### **Powerful Subject Knowledge in Music**

- Names of well-known composers and their work
- Understand how music is created using musical notation, as well as through use of inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.

#### **Powerful Personal Knowledge in Music**

- Extra-curricular experiences e.g. Young Voices, Church services
- Live music experiences within school
- Whole class/group/individual instrumental tuition
- Weekly singing collective worships

**Curriculum Impact**

At Goodrich Primary School, we recognise the importance of Music in every aspect of daily life. Our Music Curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This enables all children to build on their prior knowledge and develop as musicians.

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

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are stimulating, creative and fun fostering a love of learning
- Children demonstrating a rich musical vocabulary
- Curious children who ask questions, take risks and participate in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident, creative children who are willing to solve problems and persevere
- A range of different activities, including listening, singing, composing, performing and use of technology
- Self-motivated learning
- TIPTOP learning
- Children who are proud of their musical achievements
- Children talking positively about Music and sharing and reflecting on their learning

**This is how we know how well our children are doing:**

We have identified substantive and disciplinary knowledge which is fundamental to the children's development and understanding as computer technicians. They accumulate this as they move through our school which then gives them a firm foundation to build on when they move on to KS3 and beyond.

- Formative Assessment by teachers at the end of a session to inform whether planning needs to be adjusted or what skills need to be consolidated.
- Analysis of assessments – use of sticky knowledge questions, assessment grids based on the Charanga Scheme or Progression and Assessment documents from Encore Wider Opportunities
- Pupil progress meeting
- Pupil feedback
- Photo evidence/folder of work/ QR codes/X (formerly Twitter)/Seesaw
- End of term reports

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

- Confident children who can talk about their love for Music
- Children who are enjoying their learning in Music
- Children who want to showcase their talents
- Children are proud of working towards a common goal e.g. performing for an audience
- Children showing an understanding of how music reflects diversity in the world
- Children understand the positive impact music has on our school and local community
- Depth of understanding/application in different contexts
- Children ready for the next step in their education

In addition to the opportunities provided through the Music Curriculum and Peripatetic teachers, children are offered the chance to sing in Goodrich CE Primary School's Choir, who have



performed at Young Voices at Resorts World Arena Birmingham and in our local community with The Roaring Megs. We also provide opportunities for weekly whole school singing and collective/celebration worships, Harvest, Easter, Christmas and End of Year festivals and services and playing and singing in local community events. Early Years and Key Stage 1 take part and perform in The Nativity at Christmas Time and Key Stage 2 perform at the end of Summer term, with Year 5/6 children producing their own plays based on a theme. Children who learn with peripatetic teachers are encouraged to play when appropriate throughout the year.