

# Music Curriculum Statement

*'Following Jesus, together we care, inspire and achieve.'*

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

Plato

## Introduction

Music is a universal language that embodies one of the highest forms of creativity. 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 a sense of achievement.

## Rationale

Our music curriculum aims to develop children's experience of music as something that can reach the depths of their souls, excite the heights of their passions and inflame the breadth of their imaginings.

## Early Years Foundation Stage

We teach music in our Reception class as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children aged three to five. The Area of Learning which covers music in the Foundation Stage is Expressive Arts and Design and music also contributes to a child's personal, social and emotional development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

## The National Curriculum

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 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.

In Key Stage 1 pupils are taught to:

- 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.

In Key Stage 2 pupils are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils are taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;



CARE

INSPIRE

ACHIEVE



# Music Curriculum Statement

*'Following Jesus, together we care, inspire and achieve.'*

- 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;

## TEACHING & LEARNING

At Crawford's, we strive to make music an enjoyable and rewarding learning experience. We strongly encourage children to participate in a variety of musical experiences through which we aim to build the confidence and success of all children.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Children are taught how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

## Inclusion

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity depending on the ability of the child.

## Curriculum Planning

We use the National Curriculum in England 2014 Framework for Music and the Model Music Curriculum, 2021, as the basis for our curriculum planning. The Charanga Musical School Scheme provides us with the basis for our long-term, medium-term and short-term plans and for our assessment of learning and progress. It is designed to be accessible for both specialist and non-specialist teachers. The units in Charanga develop children's knowledge and skills through repetition and practice, allowing children to build upon prior learning, returning to and deepening key concepts week on week.

**We have cross-referenced the Scheme to ensure it meets all the requirements of the national curriculum. Our approach also expands on the National Curriculum. In line with 2021 guidance from Ofsted The Model Music Curriculum, we ensure music concepts, knowledge and skills are taught with**



CARE

INSPIRE

ACHIEVE



# Music Curriculum Statement

*'Following Jesus, together we care, inspire and achieve.'*

an integrated, practical, exploratory and child-led approach, weaving the interrelated dimensions of music throughout to encourage the development of musical skills through listening and appraising, musical activities (including creating and exploring) and performing.

We aim to ensure every child works towards being confident in using musical terminology correctly, playing tuned and untuned instruments, reading and the following notation, experiencing performing to different audiences, reviewing their learning and planning how they can improve.

There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit; the planned progression built into the music curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly theme Curriculum Maps and individual Medium Term Plans. *The music taught in each class is the responsibility of the class teachers who take responsibility for planning, resourcing and assessing this area of the curriculum, even if they are not delivering it.*

## **Special Educational Needs**

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

## **Spiritual, Moral, Social & Cultural Development**

Listening to, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Crawford's Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

**Music can speak to us on a deep and emotional level and children tend to be very receptive to it. We, therefore, use music as a powerful tool for learning in all subject areas and across the school day.**

**Singing and music are part of our daily collective worship bringing the school together.**

**Songs are also used as teaching tools, especially in the younger classes.**

**Music connects us to other people, places and times and our curriculum map reflects this. We introduce children to music from a wide variety of genres and eras both during direct music instruction and through the collective worship programme and the dance element of PE**

## **Assessment & Reporting**

Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher provides feedback and comments as necessary.



CARE

INSPIRE

ACHIEVE



# Music Curriculum Statement

*'Following Jesus, together we care, inspire and achieve.'*

At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year. A music portfolio is kept to show evidence of the range of skills and progression across year groups, which individual class teachers are responsible for contributing to on a termly basis.

## **Monitoring & Review**

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in music. Teachers work collaboratively to support each other in the teaching of music, understanding and applying current developments in the subject, and providing direction for the subject in the school. Strengths and areas for further improvement are identified as part of this collaborative process.

## **Additional Music Teaching**

Children are offered the opportunity to learn an instrument through peripatetic music teaching supplied by Rock Steady. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. We have a bursary scheme for families in receipt of free school meals and Pupil Premium children are encouraged to take advantage of this. These lessons are normally taught to individuals and/or small groups of children and are in addition to the normal music teaching of the school, usually taking place during normal lessons from which children are withdrawn for the duration of the instrumental lessons.

Please click on this link to view the [Progression for Music](#).



CARE

INSPIRE

ACHIEVE

