

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, we 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 that 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 has been designed with consideration of the three pillars of musical learning: technical, expressive and constructive.

Technical: This involves the skills and competencies that allow pupils to translate their intentions into sound (singing and instrumental).

Constructive: This includes knowledge of how music components come together, both analytically and during the creative process.

Expressive: This area involves the more indefinable aspects of music: quality, meaning and creativity.

Our curriculum is a 'spiral,' in which the three pillars of musical learning are presented repeatedly throughout, but with deepening layers of complexity.

Implementation

- Music is taught weekly every other half-term by the class teacher.
- Teachers follow a yearly music programme that has been created by the subject leader and aided by resources from Charanga. The music programme is part of a 2 year rolling plan.
- The 2 year rolling plan ensures that during their time at Curry Rivel, children are 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 take part in daily singing during collective worship (4 times a week) and also have a weekly singing assembly. They will also experience high quality live music through their teachers and peers' performances.
- Each week, children will listen and learn about a different song at the start of each collective worship. The songs are planned so that the children are exposed to music from a range of periods and a variety of styles.
- Each year, one class learns an instrument with Somerset music.

High expectations and 'Cultural Capital' is gained by:

- 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 lessons.
- Using 'Flashbacks' to retrieve knowledge and skills from last week, last term and last year.

Impact

The children will:

- Gain self-confidence through their involvement in Music and show a willingness to express themselves through the creative medium of song.
- Develop a positive attitude towards creativity and emotions, and understand the importance of music across different cultures.
- Develop music knowledge and skills and as a result, achieve well and grow in confidence.
- 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.

The Subject Leader uses a range of tools to evaluate the Music curriculum including lesson observations, end of unit performances, 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?

Reviewed by Karina Kilner September 2022