Curriculum Rationale

MUSIC

INTENT

- To provide a high-quality music education that engages and inspires pupils to develop a love of music and their talent as musicians.
- To ensure pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including music from different cultures.
- To enable pupils to sing and use their voices confidently and expressively.
- To teach pupils to play tuned and untuned instruments musically with increasing control and accuracy.
- To ensure pupils understand and explore how music is created, produced and communicated, including through the elements of music such as pitch, duration, dynamics, tempo, timbre, texture and structure.
- To develop pupils' ability to improvise and compose music for a range of purposes.
- To teach pupils to read and use simple musical notation.
- To develop listening skills so pupils can recognise and discuss different types of music and musical instruments.
- To provide opportunities for pupils to perform individually and as part of a group or ensemble.
- To ensure pupils develop confidence, creativity, teamwork and self-expression through music.

IMPLEMENTATION

- Music is taught in line with the National Curriculum for Music, ensuring coverage of performing, listening, composing and understanding music across each key stage.
- The school uses the Charanga Music Scheme to support teacher subject knowledge, ensure progression of skills and knowledge, and provide engaging, high-quality music lessons for pupils.
- The curriculum is carefully sequenced so that pupils develop skills progressively in singing, playing instruments, listening, composing and notation.
- Pupils are taught to sing regularly and develop pitch, control, expression and confidence through whole-class and group singing.
- Pupils are given opportunities to play tuned and untuned instruments, developing rhythm, pulse and basic musical notation skills.
- In Key Stage 2, pupils are taught music fortnightly by a specialist music teacher, allowing them to develop more advanced skills in performance, composition and understanding musical structure.
- Listening activities are built into lessons so pupils can explore music from different genres, cultures, historical periods and traditions.
- Pupils are taught about the elements of music, including pitch, tempo, dynamics, rhythm, timbre, texture and structure.
- Pupils have opportunities to improvise and compose their own music using instruments, voice and digital technology.
- iPads are used to support music learning, allowing pupils to explore digital instruments, compose songs, create backing tracks and experiment with sound.
- Pupils use iPads and music software to create music or choose theme tunes and sound effects for videos, animations and digital projects.
- Performance opportunities are provided through class performances, assemblies, productions and group performances to develop confidence and teamwork.
- Musical vocabulary is taught and reinforced so pupils can discuss music and explain their ideas and compositions.

IMPACT

By the time pupils leave our school, they will have developed a love of music and the confidence to perform, listen to, compose and evaluate music. Pupils will be able to sing confidently, play instruments with increasing control, understand basic musical notation and use musical vocabulary to discuss music. They will have experienced a wide range of musical genres, cultures and historical periods, developing cultural awareness and appreciation of music from around the world. Pupils will also be confident using digital technology, including iPads, to explore instruments, compose music and create soundtracks for digital projects. Through performance opportunities and specialist teaching in Key Stage 2, pupils will develop confidence, creativity, teamwork and self-expression, leaving primary school with a secure foundation in musical skills and knowledge ready for the next stage of their education.

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MUSIC

EYFS

Music in the Early Years Foundation Stage is taught through the Expressive Arts and Design area of learning and plays an important role in developing communication, language and creativity. Children regularly learn and perform simple songs, nursery rhymes and action songs, which helps to develop memory, rhythm, listening skills and supports progress in oracy, pronunciation and vocabulary development. Children are also given opportunities to explore a range of instruments, experimenting with sound, rhythm, pulse and tempo through play and structured activities. They learn to listen carefully, copy rhythms, explore loud and quiet sounds and begin to understand how music can be used to express ideas and feelings. These early musical experiences help to build confidence, listening skills, language development and an understanding of basic musical concepts, preparing children for the more structured music curriculum they will encounter in Key Stage 1.

KS1 & 2 MUSIC. Model Music Curriculum - Charanga

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 (linked to Conservation project)
Y1	My musical heartbeat	Dance, sing and play	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together.
Y2	Pulse, rhythm and pitch.	Playing in an orchestra	Inventing a musical story	Recognising different sounds	Exploring Improvisation	Our big concert
Y3	Writing music down	Playing in a band	Compose using your imagination	More musical styles	Enjoying improvisation	Opening night
Y4	Musical structures	Exploring feelings	Compose with friends	Feelings through music	Expression and improvisation	The show must go on.
Y5	Melody and harmony in music	Sing and play in different styles	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the bands
Y6	Music and technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell Tour

LINKS

DfE Music National Curriculum

Charanga

Curriculum Rationale

MUSIC

ASSESSMENT CRITERIA

- We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
- We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
- We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts. We encourage the children to 'CONNECT".
- Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, digital quizzes and content creation, sketch books, independent tasks, work in books, pupil chats in lessons.
- Children are encouragaed to share their voice, verbally or digitally on how they think they are doing and what they enjoy about learning this subject. This is collated by the subject leader.
- To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year in addition, they retain key knowledge from prior learning.
- At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree. and are able to make connections independently.
- Peer audits provide quality assurance, moderation of standards and training across trust schools.

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.