



R = Encourage Resilience and Perseverance



A = Develop Articulate Learners



I = Influence Aspirations



N = Nurture Curiosity



B = Instil British and Christian Values



O = Provide Opportunities to build upon knowledge and skills



W = Wellbeing and Health



INTENT

The intention of the Music curriculum is for all children to develop an appreciation of music and to develop their skills as musicians through a creative and engaging curriculum supported by the Charanga scheme of work.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

The children will listen critically to, and engage in a variety of musical genres. They will be encouraged to explore their own thoughts and feelings in response to music from a variety of genres and historical eras.

Alongside the teaching of knowledge, skills and understanding within the subject, it is our aim to promote positive mental health and well-being in all pupils through the development of SMSC within the listening and appraising section of the lessons.



INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED

At Parish we teach the music curriculum through the Charanga scheme of work in order to ensure the progression of skills across the key stages. Each unit of work comprises of the strands of musical learning which correspond with the national curriculum for music:

- listening and appraising,
- differing musical activities (including creating and exploring)
- and performing.

Each planned lesson within a unit includes opportunities for assessment as well as showing clear progression.

In addition to the Charanga scheme of work, the children in Y1-Y6 spend a term working with a music specialist who focuses on teaching musical composition and notation.

VISION

Our vision is for all children to develop a deep appreciation of a variety of musical genres spanning history.

Children will become proficient musicians through opportunities to play and master specific instruments throughout their time at Parish C of E Primary School.

EYFS AS THE 'BEDROCK'



Expressive Arts and Design

ELG: Being Imaginative and Expressive Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

CULTURAL CAPITAL

To develop an appreciation of a diverse range of musicians and artists, each year group has been assigned Aspirational Musical Figures to study in order to enhance their learning and understanding of specific musical genres through famous influential musicians.

The children will be encouraged to develop their resilience, perseverance and confidence when performing in front of an audience.



READING AS THE BEATING HEART

The 'Music Reading Spine' has been carefully selected to complement our approach to lesson delivery and focus on three of our Rainbow Promises. Across the year, the wide selection of books are intended to provide opportunities to build upon musical knowledge and skills in addition to nurturing children's curiosity further (around differing musical styles and genres). The reading spine will also influence the aspirations for further musical study.

Building on Knowledge and Skills (developing our knowledge of the interrelated dimensions and music all around us).

Nurture Curiosity (a focus on different musical styles and genres).

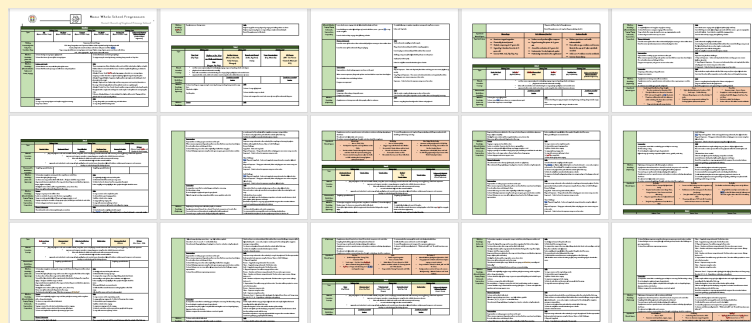
Influence Aspirations (stories of aspiring musicians both fictional and in real-life).





CURRICULUM PROGRESSION

Please refer to the whole school musical progression document.




PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Question to answer.

Understanding previous learning.

Explore new knowledge and vocabulary.

Student practise.

Talk, test, tell.



STAFF CPD (LINKED TO GOOD PRACTICE)

Subject Champion meeting with music specialist in school to discuss content coverage of the curriculum.

Subject Champion meeting with Cowley High School Music Head of Department. Form a link with the high school.

Subject Champion attended Music Co-ordinator training afternoon delivered by St. Helens Music Hub.

Subject Champion attend online Charanga training for Model Music Curriculum.



APPROACH TO ASSESSMENT

The children are formatively assessed within the lesson to inform the planning and delivery of the next lesson in terms of further opportunities to practise a new skill or to challenge competent learners. A final assessment judgement is then made by the teacher /specialist at the end of the unit based on singing, listening & appraising and instrument, which is updated in the class Snapshot assessment document.

Report generated termly by subject champion with moderation of judgements.

Subject monitoring conducted once a term.



MEETING THE NEEDS OF ALL LEARNERS

Children of all abilities are encouraged to develop their appreciation for a variety of musical genres through differentiated questioning, delivery by a specialist teacher, differentiated practical tasks and support. Use of knowledge organisers support children's learning beyond the classroom.

Children are encouraged to continue to learn a musical instrument in UKS2



OUR IMPACT

Children are developing an understanding of cultural and historical music.

They are knowledgeable about key musical figures linked to their learning.

Our commitment to nurturing children's curiosity is shown through the Wider Opportunities programme in which KS2 children are taught and encourage to continue to learn to play the clarinet.

Collaborative work with St. Helens Music Services and Cowley High School influence children's aspirations to think about a future career involving music.



GOVERNOR COMMUNICATION

Our Link Governor: Joanna Grime

SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data