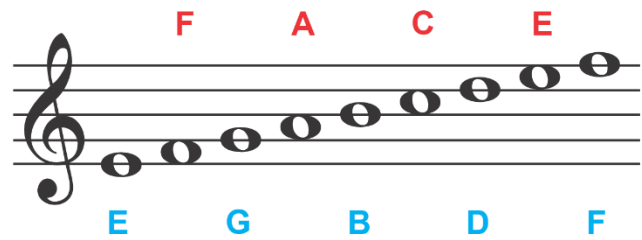
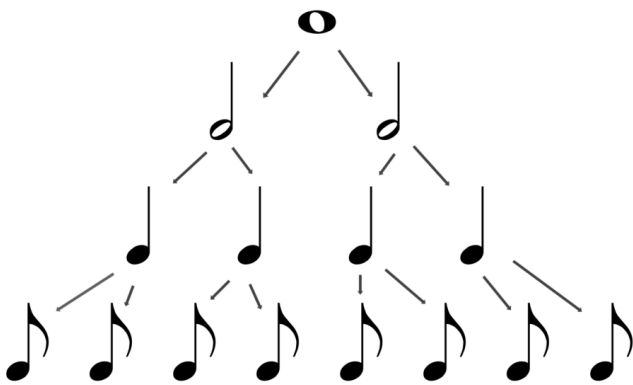


# Moorside Primary School

## Music Curriculum



**Intent, Implementation, Impact**

## **Intent**

At Moorside Primary School, we are committed to providing a curriculum with breadth and depth that allows all our children to learn understand and apply a range of knowledge and skills with confidence and security. We value music as an important part of the children's entitlement to a broad, balanced and enriching programme of study. We strive for engagement from and achievement for all children by providing an inspiring knowledge and skill based, progressive curriculum that enables curiosity and critical thinking and learning.

Music is a universal language that embodies one of the highest forms of creativity. As our children progress through their curriculum we aim for them to develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At Moorside Primary School we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

The music curriculum at Moorside Primary makes full use of resources available within a dedicated music module enabling children to develop a practical, skill-based understanding of musical performance. The areas of study we cover are informed by the National Curriculum and are planned to develop children's knowledge, skills and understanding.

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.

We study music following a scheme of learning called Charanga. The music curriculum is planned and structured following the scheme to ensure that current learning is linked to previous learning (including the learning that is delivered in the Early Years Foundation Stage) and that the school's approaches are informed by current pedagogy. Our overview planning document offers topics to cover from Charanga so that teachers can coherently plan a sequence of lessons ensuring they have covered learning intentions from the National Curriculum and help teachers ensure they have progressively covered the skills and concepts required.

Our music curriculum aims to develop musical skills and knowledge which are transferable to whatever area of music is being studied and will equip children for future learning. These key musical skills and knowledge, which are revisited throughout different units, are: play, perform and appraise music while using terminology such as pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations successfully.

## **Implementation**

Music is taught weekly, with a topic of study being covered half termly. We believe this is important in enabling all children to gain a range of experiences and master a variety of skills and approaches. By covering a broad and balanced curriculum this enables children to widen their cultural experiences. A variety of teaching approaches are used and are based

on the needs of individual children following continuous assessment for learning. The Charanga progression documents ensure that the pitch of lessons is age appropriate and that the intentions taught are in sequential order with opportunities given for repetition. Teachers can also create their own lessons based on the online version to meet the needs of their children following assessment for learning and suitability of activities.

Within our skills-based approach to music, there is an emphasis on participation and practice.

EYFS follows the 'Development Matters guidance' which states children are to develop their 'expressive arts and design' skills. The development of children's artistic and cultural awareness supports their imagination and creativity. Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

For children to know more and remember more in each area of music studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of skills and musical understanding are built into lessons. Through revisiting and consolidating skills, our curriculum and resources help children build on prior knowledge alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in our vocabulary displays and additional resources to ensure that children are given opportunities to repeat and revise this knowledge. We believe this is important in enabling all children to gain musical experiences and master a variety of skills and approaches.

Speaking and listening opportunities are actively planned for within each topic in order to develop the children's confidence in being able to discuss their learning. They are able to share their opinions and make informed observations about music through learning how to appraise what they have listened to.

Cross-curricular outcomes in music can be specifically planned for and observed discreetly throughout the school, with links being established where appropriate and opportunities for writing, reading and maths being exploited. Our school, group teaching approach, allows us to deliver pitch appropriate lessons to all therefore ensuring appropriate support, scaffolding, challenge and resources are given and used.

Our school is at the heart of a diverse community and is sensitive to religious guidance. During periods of the year we do observe religious restrictions linked to music provision across school and take the opportunity to consolidate the children's learning through musical theory lessons complimenting the learning followed within the scheme. Throughout a child's time at our school we have a number opportunities for children to work with musicians from external agencies and to participate in various musical events across the city. At Moorside Primary we also recognise that staff have musical abilities that can be utilised to supplement our musical curriculum and a range of extra-curricular music and singing groups continue to be offered.

Our SEND and disadvantaged children are supported in learning languages through the use of visuals in the classroom and adapted planning and resources as necessary. Lessons are differentiated providing the appropriate level of support and challenge.

## **Impact**

The impact of using a full range of resources in and outside of school, will be seen across the school with an increase in the profile of music. Our music curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work.

The music module across the school will be displayed with musical technical vocabulary, spoken and used by all learners. We want to ensure that music is enjoyed by teachers and children across school, therefore encouraging them to want to continue building on their wealth of learning experiences. Impact of learning can also be measured through key questioning skills built into lessons, effective assessment for learning strategies and summative assessments aimed at targeting next steps in learning.

The impact of the school's music curriculum is measured through several means:

- Clear and reliable baselines for all children across all subjects.
- Outcomes for children at the end of every academic year.
- Progress and attainment data for all year groups throughout the academic year.
- Formative and summative assessment data.
- Levels of engagement in enrichment activities.
- Children's voices and views.
- On-going observations and monitoring of planning.
- On-going CPD for teaching and support staff.