

Music Curriculum Intent

Our Vision & Rationale

It is our aim that children should leave St Marks with an appreciation of the joy of music, and the necessary skills to listen to, compose, perform and appraise music. Our Music curriculum should contribute to the development of our school Learning Behaviours for each child, in particular Creativity, Risk Taking, Pride and Resilience.

We recognise that to be accomplished musicians children need opportunities and experiences beyond the curriculum taught in class lessons. All children are given opportunities to develop their love of music through singing and developing musicality weekly in Singing Worship, joining one of our two choirs, learning an instrument in KS2, or joining one of our two ensembles. We recognise the importance of, and value in making music together and provide opportunities for children to participate in cross-curricular year group or key stage performances, productions and concerts. We want to ensure that Music is embedded in our whole school curriculum and that opportunities for enhancing learning by using music are always taken. Music provides a powerful stimuli for reflection and we aim to use a wide range of music types from different genres, cultures and periods.

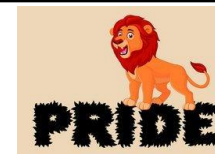
We follow a broad and balanced Music curriculum that enthuses and motivates all children. It builds on previous learning and provides both support and challenge for all of our children.

We follow a Music scheme that ensures progression of skills and covers all aspects of the Music curriculum. All classes in KS1 will have a scheduled Music lesson every week and in KS2 this is an extended lesson once every 2 weeks. Our children will be taught Music in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of dimensions of music in a way that will enhance their learning opportunities, enabling them to use music in a wide variety of contexts, ensuring they make progress.

An effective musician

uses their voices expressively and creatively by singing songs and speaking chants and rhymes	plays tuned and un-tuned instruments musically with increasing skill, in both solo and ensemble contexts	listens with concentration, understanding and appreciation to a range of music	experiments with, compose, select and combine sounds and instruments using the interrelated dimensions of music	uses and understands staff and other musical notations	has an understanding of the history of music
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These learning behaviours are particularly helpful in becoming an effective musician:



Purpose of study

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.

Aims

The EYFS curriculum aims for children to:

- 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.
- Share their creations, explaining the process they have used

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 the 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Inclusion

Remember that in Music, pupils you might expect to need support may not need it and those you would class as working at greater depth in other curriculum areas might need support. Pupils are often quite good at choosing an appropriate level for them. By presenting them with different options, they may self-select the right level, or they may select to challenge themselves.

Some children may need the following adaptations to enable them to fully access Music lessons:

- help in managing the written communication aspects of music – such as the use of pictures, symbols, by using larger print, colour codes.
- alternative forms to written recording being offered, eg drawing, scribing, word processing, mind maps, digital images, video, voice recording .
- encouragement to use their voices expressively and to use different forms of communication – such as gesture, to compensate for difficulties when singing and speaking
- opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or not at all.
- access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills. Make sure pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities e.g. provide larger beaters.
- opportunities to work in different formats to their peers. Although it is desirable for pupils to work together in group music-making activities, such as singing and playing together, some pupils with SEND and/or disabilities may get more satisfaction from individual practical work, composing activities and using ICT.
- reduce background noise for those pupils with sound sensitivity and allow the use of ear defenders if this enables them to fully participate.

When completing assessments consider:

- what questions you will ask different groups and individuals and the ways you will check that pupils understand. Some pupils with SEN and/or disabilities will show they understand in different ways from their peers.