



CURRICULUM STATEMENT FOR MUSIC

Aims

At Lytham C of E Primary School, we aim to foster a life-long love of music by exposing our children to diverse musical experiences and igniting a passion for music.

- We believe through learning music, pupils will develop creatively, culturally and spiritually.
- Music is a unique way of communicating that can inspire and motivate children.
- It is a vehicle for personal expression and it can play an important part in a child's personal development.
- Our Music Curriculum is designed to be accessible to all, giving children the opportunity to develop their musical skills, knowledge and understanding across the curriculum.

Our aims for our Music Curriculum are all underpinned by our Christian values: Service, Friendship, Determination, Love, Faith, Forgiveness, Honesty, Respect and Thankfulness.

The Music leader is Penny Barras

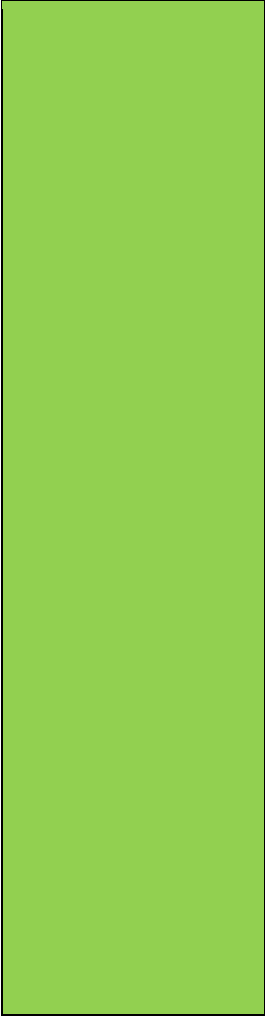
Intent

At Lytham C of E Primary, Music should be fully inclusive to every child. Our Music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others.

By listening and responding to different musical styles, finding their voices as singers, performers and composers, they should become confident, reflective musicians.

Music naturally links with many subjects and will be taught, where possible, alongside many areas of the curriculum. Our intent is to:

- Build a music curriculum that is progressive and builds on previous knowledge
- Teach music in a thematic and enjoyable way, alongside other areas of the curriculum
- Teach the Music Curriculum in an experiential, practical way
 - Promote a love of music and singing across a broad curriculum, encouraging children to sing and use their voices individually and in a group.

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- Encourage children to participate in opportunities to demonstrate a love of music, to showcase their skills and take part in performances
 - Give children the opportunity to learn a musical instrument
 - Understand and explore how music is created, produced and communicated and learn about the structure and organization of music
 - Develop skills in reading, writing staff notation as well as using graphic notation where appropriate
 - Encourage children to improvise rhythms and melodies using instruments, body percussion and their voices
 - Develop children's creativity by composing music on their own and with others
 - Explore and use technology appropriately to arrange, manipulate and record sound when composing
 - Develop children's descriptive language skills when learning about how music can represent different feelings, emotions and narratives
 - Teach technical vocabulary such as pulse, rhythm, pitch, tempo and dynamics and encourage children to discuss music using these terms
 - Listen to, review and evaluate the work of a range of composers and performers from different historical periods, genres, styles and traditions
 - Critique and make judgements about the quality of music.

Implementation

The curriculum incorporates the statutory requirements of the National Curriculum 2014.

In order to implement our intent we have:

- A clear and comprehensive scheme of work in line with the National Curriculum
- Bought into Kapow, a scheme of work that focusses on progressive skills and knowledge in performing, understanding and appreciating music as well as specific and relevant music vocabulary
- Adapted the scheme where appropriate to compliment the wider curriculum
- Planned opportunities to learn music within a wider context alongside other curriculum subjects
- Children are taught either by a trained music specialist or by the class teacher/HLTA
- A range of resources to deliver the music curriculum, including Kapow, Charanga and BBC Ten pieces.
- Whole class ensemble teaching in ukulele, woodwind or brass lessons. These lessons also incorporate improvisation opportunities and teach music notation
- Opportunities to perform in class, in assembly and also to parents and the wider community
- Participation in music events such as Young Voices, school concerts, One Voice and local community events
- Offer of peripatetic music lessons

- Extra-curricular opportunities to participate in music, including after school clubs such as Guitar club.
- Inviting visiting musicians to school to foster an appreciation of music.
- A curriculum that meets the needs of all pupils (including SEND and PP)

When participating in Music lessons, children are taught to: -

Listen and appraise

The children can: -

- Describe the style indicators of the music
- Describe the structure
- Identify the voices/instruments they can hear
- Discuss the musical dimensions used
- Explore musical history and develop an understanding

Play and perform

The children can: -

- Use their voices expressively by singing songs, speaking chants and rhymes
- Play and perform in solo and ensemble contexts
- Develop their control, accuracy, fluency and confidence when playing musical instruments and singing
- Perform and showcase their musical skills to an audience

Improvise and Compose

The children can: -

- Explore and experiment with sounds
- Improvise and compose rhythms and melodies, increasing the length and complexity
- Compose for a range of purposes, becoming more aware of the inter-related dimensions of music
- Use technology to record, manipulate, create and organise sound
- Use graphic and standard music notations to record ideas
- Evaluate their work and the work of their peers

<p>Impact</p>	<p>The integral nature of music and the learner creates an enormously rich palette from which a pupil may access fundamental abilities such as achievement, self-confidence, interaction with and awareness of others, and self-reflection.</p> <p>Music and wellbeing/culture/creativity/spirituality</p> <ul style="list-style-type: none"> • Pupils can dissect music and comprehend its parts • Pupils can develop an understanding of culture and history • Pupils can recognize different musical genres and styles • Pupils can sing a range of songs, chants and rhymes • Pupils can feel a pulse or the musical 'heartbeat' and begin to recognise its metre • Pupils can copy and repeat, improvise, create and notate rhythms
	<ul style="list-style-type: none"> • Pupils can recognise pitch through listening (high, low, same) and follow different pitch notations • Pupils can understand and use musical vocabulary • Pupils can select and play percussion instruments with control, they will have the opportunity to play tuned instruments • Pupils can use music technology to create, manipulate, change, record sound • Pupils can perform in front of an audience • Pupils can work individually or as part of a team <p>In addition, we measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • A reflection on standards achieved against the planned outcomes • A celebration of learning for each year group which demonstrates progression across the school • Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work • The opportunity for children to showcase and perform at every opportunity

<p>Coverage and Progression</p>	<p>Clear progression has been mapped out for Music in the National Curriculum.</p> <p>Key vocabulary is used throughout each unit of work.</p> <p>Key skills and knowledge have been mapped across the school to ensure progression between year groups. Music lessons are linked to the year group theme where appropriate. Whole class ensemble teaching is taught for at least a term and revisited.</p>
<p>Assessment</p>	<p>Pupils' attainment and achievement in Music is assessed at the end of a topic.</p> <p>This is monitored through: -</p> <ul style="list-style-type: none"> • Planning/evidencing through written notation in KS2 • Displays of relevant work • Baseline assessment of music theory knowledge and understanding at the beginning/end of the Kapow unit. This is carried out by the class teacher and shared onto the staff shared drive. • Drop-ins • Pupil interviews • Curriculum overviews • Curriculum maps • Coaching and mentoring, as appropriate