

Music Curriculum

Rationale

As a staff team, we reviewed the current delivery of music across school. It was clear that the children had many opportunities to sing and perform, but lacked opportunities to compose and use music on a digital device. With this in mind, we have devised a curriculum that allows children to sing, perform, compose and use a range of devices and instruments to play music on.

Subject Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Crompton Primary School, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. They will have the opportunity to play physical and digital instruments, learning notation as they do. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

Music is taught in a number of ways at Crompton Primary School:

- Explicit music lessons (using Charanga scheme)
- Music lessons linked to class learning
- Wider opportunity music lessons (Year 4 woodwind)
- Music productions e.g. Year 6 production, EYFS / KS1 Nativity productions
- Weekly singing during celebration assembly and weekly key stage assemblies
- Visits and visitors e.g. pantomime
- Instrumental music lessons (paid for individually)
- Music clubs e.g. choir

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly assemblies, various concerts and performances, the learning of instruments and extra-curricular music clubs. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In some classrooms, students learn how to play an instrument. In doing so, they understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as a listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They understand how to further develop skills less known to them, should they ever develop an interest in their lives.

We measure impact through:

Teacher formative assessment in lessons; Teacher summative assessment (assessment sheets); Pupil voice; Teacher audit and feedback