



## *God's Love in Action*

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

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# Music

## Intent

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## 1. Curriculum Vision

At St John's and St Peter's Academy we believe a high-quality music curriculum should engage and inspire pupils to develop a love of music and their talent as musicians. Every child is a born musician, and music plays a role in every aspect of our lives – wherever and whoever we are.

Our curriculum will increase pupils' self-confidence, creativity and sense of achievement. They will achieve this through performing their compositions and pieces and by appraising different genres of music. As pupils progress through the school, they will also develop a critical engagement with music, allowing them to compose, and to listen with discrimination in a range of musical genres.

## 2. Curriculum Aims

The aims of our Music Curriculum are:

- To enjoy listening to a wide range of music from different times and cultures
- To enjoy making music based on different times and cultures
- To perform with confidence and enjoyment
- To sing with confidence and enjoyment
- To develop composition and appraising skills
- To develop a musical vocabulary with which to evaluate the music listened to
- To provide a range of musical opportunities
- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, compose, listen and appraise.

## 3. National Curriculum

### **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 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.

## 4. Why study Music in this way?

### a) Why has this knowledge been selected?

To meet the purpose of study outlined in the national curriculum, we have chosen to follow the scheme 'Charanga' which provides clearly sequenced units and lessons with week-by-week support for each year group. There are lesson plans, assessment documentation, a clear learning progression, and engaging and exciting songs and resources to support every lesson. This scheme supports all the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing. This scheme can also be used in line with the non-statutory Model Music Curriculum from the DfE. A Model Music Curriculum Mapping document has been created to show the alignment of the Model Music Curriculum alongside our Scheme of Work.

The progression of skills document is organised into 7 areas and clearly shows the development of skills across all year groups. Music is also taught in Reception, using the same scheme, which develops the skills required in the EYFS framework and also bridges the gap between EYFS and Year one.

### b) Why is it taught in this order?

#### A Spiral Curriculum

The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school.

### **c) How are Music lessons taught at St John's?**

Music lessons are taught for one hour a week by the class teacher with the exception of Year 3 who are taught by a specialist music teacher from the Music Service.

Each unit is made up of a selection of the following activities:

The Unit Structure Baseline Quiz (Unit 1 in each year only)

**Activity 1:** Musicianship Options:

**1a.** Understanding Music

**1b.** Improvise Together

**Activity 2:** Listen and Respond

**Activity 3:** Learn to Sing the Song

**Activity 4:** Play your Instruments with the Song

**Activity 5:** Composing and Improvising (KS1: Improvise with the song, Compose with the Song, Create a Graphic Score KS2: All of the above, as well as Compose with a Theme, Quickbeats and Music Notepad)

**Activity 6:** Perform the Song

End-of-unit/year Quiz