

ARNSIDE NATIONAL SCHOOL CURRICULUM STATEMENT: Writing

SCHOOL VALUES	OFSTED	CURRICULUM VISION	INTENT What are the endpoints we want the learners to reach? In your subject what are the key concepts students need to understand?	IMPLEMENTATION How is your curriculum delivered & sequenced to build on prior understanding, ensuring access for all learners?	IMPACT How the curriculum evaluated and what knowledge and skills have learners gained against expectations?
Happy, healthy and secure	<p>“The provider has high expectations for learners’ behaviour and conduct...”</p> <p>“Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.”</p> <p>“The curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interest and talents.”</p>	<p>Arnside National Church of England School is a lively and caring community where all are supported, nurtured and encouraged. Our vision is rooted and grounded in love, God’s greatest gift, which helps and guides everyone at our school to aspire, believe and achieve. ‘Let all that you do be done in love’ (1 Corinthians 16.14)</p> <p>At Arnside National Church of England School, our motto, ‘Aspire, Believe, Achieve’, reflects our school vision. We aim to ensure the children in our school are inspired to <i>aspire</i> through imaginative teaching and high-quality learning experiences. Our school environment promotes and celebrates achievement in a creative broad and balanced curriculum, which prepares the children for the challenges, opportunities, responsibilities and experiences of life. We encourage children to be inquisitive, to challenge the world around them.</p>	<ul style="list-style-type: none"> • Singing is taught as a way of enabling children to express their emotions and feelings. • Children are encouraged to express their feelings in response to a piece of music. • Songs and music are incorporated into PSHE teaching . • Children showing a particular talent for music are encouraged to take private lessons, supported by school. They are given opportunities to perform to an audience as a soloist on in a small group. 	<p>Music is taught to a high standard, using Charanga as a basis for planning and progression, with singing, particularly as a focus.</p> <p>A high standard of discipline is expected during singing and music lessons (Self-control)</p> <p>Songs are chosen to learn and perform, which enable children to reflect upon a variety of subjects and feelings.</p> <p>All children are included in music lessons and work is differentiated to allow all to achieve.</p> <p>Children are encouraged to make links between different pieces of music and make recommendations to others.</p>	<p>Children are assessed formally at the end of each term against the learning objectives (Charanga): Listening, Improvisation, Composition and Knowledge.</p> <p>The majority of children are working at the expected level. Those who are Greater Depth are generally those who have private tuition in music. Anyone assessed as being GD is encouraged to pursue music further. Those who are WT or SEND are given support in lessons to enable them to achieve their potential in this subject.</p> <p>Children are encouraged to self-assess and peer-assess, evaluating and reflecting on their performances and compositions.</p>
Independent and confident	<p>“A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading.”</p> <p>“At each stage of education, the provider prepares learners for future success in their next steps.”</p> <p>“Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.”</p>	<p>Through our school values, we are committed to providing a positive, safe and stimulating environment in which all children can learn and <i>achieve</i>. We teach our children to be independent and confident and to take responsibility for their life-long learning and development; we teach them to <i>believe</i> in themselves. It is vital that our children learn how to keep physically and mentally well so we, at Arnside School, teach with a humanistic approach, educating the whole child: encouraging them to keep fit and to exercise their Growth Mindset to develop resilience, perseverance and determination.</p> <p>Our vision is that all children from Arnside National School care for, love and respect others, embracing and celebrating differences in culture or religion. Our school strives to be at the very centre of the local community, with positive and effective links to the wider and global communities. We invite visitors into our school to broaden learning experiences, celebrating the wealth of experience and skills we find in our community and further afield.</p>	<ul style="list-style-type: none"> • Children are given the opportunity to learn to play an instrument, to improvise, to compose and to perform to an audience. • Children are confident to perform to an audience. • The choir is given choices as to what they’d like to sing. • Children who play instruments at home are encouraged to bring them in and play in music and singing lessons. • Children are encouraged to take on leadership roles 	<p>Music teaches transferrable skills throughout the curriculum: resilience, perseverance, determination, confidence and independence. Children are taught to play untuned and tuned percussion</p> <p>Children are taught to play an instrument (recorder) and are given opportunities to have private lessons in school.</p> <p>Children are encouraged to sing or play in groups of different sizes and to perform as a soloist whenever possible.</p> <p>Children are taught to self and peer assess and evaluate pieces/performances.</p>	<p>Children perform to audiences in groups or as individuals to a high standard. This is evident in our productions, services and performances.</p> <p>Children are encouraged to take responsibility for their learning in music through making choices or playing their own instruments in school. Attendance of peripatetic music lessons and choir is very high.</p>
Caring and respectful	<p>“The curriculum and the provider’s wider work support learners to develop their character – including resilience, confidence and independence – and help them know how to keep physically and mentally healthy.”</p> <p>“The provider provides learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society.”</p>	<p>Being situated in such an area of outstanding natural beauty (AONB), we are committed to giving our children opportunities and skills to love, appreciate and contribute to the conservation of the outdoors, through environmental education and learning outside the classroom. We recognise the holistic value of being outdoors to develop both physical and mental wellbeing.</p>	<ul style="list-style-type: none"> • Children are expected and encouraged to listen respectfully and to give positive feedback to those who perform; being a member of an audience requires respect and compassion for others. • Music teaches resilience when things don’t go according to plan and the understanding that making mistakes is an integral part of learning. It teaches children that practice is the key to improvement. 	<p>Children are taught to work together to support peers in a respectful manner, for example, more able children may work with less able, with a level of compassion and patience to produce a piece of music.</p> <p>Assessment for learning is encouraged to feedback on accuracy, fluency, control and expression.</p>	<p>Children listen to one another and respond/evaluate performances in a positive manner.</p> <p>Children are able to listen to extended pieces of music and respond/reflect on them.</p>
Inspired and excited to learn	<p>“Leaders take on or construct a curriculum that is ambitious and designed to give all learners, the knowledge and cultural capital they need to succeed in life.”</p> <p>“Learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.”</p> <p>“Teachers create an environment that allows learners to focus on learning.”</p>		<p>The music curriculum is a spiral format, where children revisit concepts throughout their primary schooling, building skills and confidence in the interrelated dimensions of music (pitch, dynamics, timbre, rhythm, construction, character, tempo). In music we aim that:</p> <ul style="list-style-type: none"> • Children can sing in 2 or 3 parts by the end of KS2. (tunes, ostinato, rounds and harmonies) • They can alter their singing and performing voices with control • Children can read and write simple graphic notation • They can use vocabulary of the 	<p>Children are given the opportunity to learn the piano, singing, violin, recorder, glockenspiels, guitar and ukulele in school, either privately or in class.</p> <p>Children are given the opportunity to listen and to perform music inside and outside of school:</p> <ul style="list-style-type: none"> • In Church for parents and the local community • Ulverston International Music Festival • Mary Wakefield Festival • Sharing carols in care homes • Carol singing on the Promenade 	<p>Children have knowledge and understanding of music of different genres, cultures and traditions.</p> <p>Children have an understanding and an appreciation of the progression of music through history.</p>

			<p>interrelated dimensions of music and analyse music accordingly.</p> <ul style="list-style-type: none"> • They enjoy listening to and learning about music from a wide variety of music traditions. • They can play an instrument in order to accompany, improvise and compose their own pieces. 	<ul style="list-style-type: none"> • Annual Charanga Concert • Summer Musical Production • Concerts for instrumentalists (termly) <p>Children are taught about music from other cultures and historical periods, building knowledge of the wide variety of musical cultures and traditions.</p>	
Part of a team or family	<p>“Relationships among learners and staff reflect a positive and respectful culture.”</p> <p>“Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.”</p> <p>“The provider has a culture of safeguarding...”</p>		<ul style="list-style-type: none"> • Children work in groups to compose, improvise and harmonise with one another. They are expected to listen to and work with others, understanding that people are often outside of their comfort zones when playing music. • They are encouraged to learn and perform with the School’s Star Qualities in mind. • Music is often used as a way of integrating the school into the community, overcoming potential barriers such as age. 	<ul style="list-style-type: none"> • Children sing hymns and carols in School Church and in collective worship as well as in services of celebration throughout the Church Calendar. • Children are taught leadership skills through supporting groups of learners in music. • So 	Children work in pairs, groups and as individuals effectively.