



Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the wider curriculum
- Strive to be healthy
- Love language.

Statement of Intent for Music

At Deepdale Community Primary School we believe that 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 listen to with discrimination to the best in the musical canon.

Vision for Music

Our vision for Music is for children to 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. They should also 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. Additionally, children should understand and explore how music is created, produced and communicated, including developing a secure understanding of the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS Curriculum

Music comes under the specific area of Expressive Arts and Design

The Early learning Goal states that children at the expected level of development will:

- 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.



Development matters

3 & 4-year-olds will be learning to:

- Sing a large repertoire of songs.
- Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas. Play instruments with increasing control to express their feelings and ideas.

Children in reception will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

The National Curriculum 2014 states:

The National Curriculum aims to ensure that all pupils:

Key Stage One Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage Two Pupils should be taught to:

- Sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

Curriculum Implementation

Principles of Teaching and Learning

Sequencing of Learning

At Deepdale Community Primary School our Music curriculum is delivered through the Charanga Music School scheme. Children in the Early Years Foundation Stage and Year One will have a taught Music unit each half term. Children will then have music on an alternate half term basis and in Key Stage 2. Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.

Reading across Music

Children at Deepdale are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills through being provided with a range of engaging challenging texts that are used across Music such as fact files and descriptions of famous musicians or key musical time periods.



Relationship to other subjects

There are clear links between Music and Computing. Children have the opportunity to compose their own music using APPs on iPads and through using computer programs that facilitate this. Children are actively encouraged to develop their use of new vocabulary in Music lessons, which supports EAL learners and the whole school 'vocabulary-rich' ethos. Children count beats in Music, which may be linked to objectives taught in Maths lessons. History of Music is studied across some units as well as the origin of composers, linked to world Geography. Drama and Music go hand-in-hand, and children have opportunities to develop their creative flair. In P.E. children dance to a wide range of musical arrangements.

Inclusion and Equality

We are committed to ensuring that equality of opportunity is available to all members of the school community. We aim to provide suitable learning opportunities irrespective of race, gender, disability, faith, religion or socio-economic backgrounds and to tackle any barriers that could lead to unequal outcomes within the school. Our school celebrates and values the achievements and strengths of all members. Music within our school provides all children with opportunities to explore concepts and issues relating to identity, equality and the opportunity to fulfil their potential. Teachers' plans incorporate strategies for supporting children with SEND or those children who have been identified as being musically gifted, where necessary.

Curriculum Impact

Assessment

Assessment is on-going and is a vital tool to aid future planning. Children are assessed in their oral responses as well as their written work and each child's progress will be noted. Throughout school, teachers will assess the children using the end of key stage expectations alongside the Charanga assessment materials.

Reporting

Children attainment in Music will be reported to parents through their end of year report.

Recording

Children will have a recording made of their music performance at the beginning, middle and end of each unit. These will be stored centrally on the school server and accessed to inform assessments.

Monitoring and Evaluation

All teachers are responsible for monitoring standards but the subject leaders take the lead in the following:-

- Subject leader to analyse medium term plans to monitor coverage and balance of the curriculum planned
- Support colleagues in their teaching, by keeping informed about current developments in Music
- Subject leader to prepare a short summary for the governing body and to discuss with the named governor the school's planning and developments
- Use allocated time to monitor and review documents, planning and evidence of children's work
- Measure progress by monitoring and evaluating against the Progression in Skills document when observing individual skills at different stages of a child's school experience.

Resource Management

It is the responsibility of the subject leaders to audit resources across the school and monitor their use, including impact on pupil learning. Where a shortage of resources is/are evident, this must be reported to the phase leader in order for replenishment to be facilitated. This must be done in advance to ensure that the year group budget can accommodate any ordering of new resources.



Deepdale Community Primary School Policy for Music



Safety

Adults must always collect and return instruments from resource areas. All children should be taught to use tools and equipment in the correct, respectable manner. When undertaking visits outside of school, reference is made to the policy on 'Educational Visits'.

Review:

This policy was written in October 2017 and will be reviewed in October 2019.

This policy was reviewed in December 2019 and will next be reviewed in December 2021

Policy revised: Sarah Troughton and Ryan Scott 2019

Policy revised: Julie-Anne Noon May 2021

Policy revised: Louise Stickland June 2022

Policy revised: January 2024

Review date: January 2026