



Music Subject Overview

In order to achieve our whole school intent, we have identified 3 Golden Threads that weave through our curriculum and underpin everything we do. This means that in delivering our curriculum we are embedding our school **Christian Values**, developing **knowledge and skills** progressively over time with an ambitious and aspiring curriculum whilst immersing our children in **language rich** teaching.



Intent

At Forest and Sandridge we value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school so they can flourish musically.

During their time at Forest and Sandridge we aim to ensure that all pupils:

- Produce creative work, exploring their ideas, recording and performing their experiences.
- Become proficient in expressing themselves through music.
- Evaluate and analyse different genres of music.
- Know about great musicians and understand the historical and cultural development of their art forms.
- Can use subject specific vocabulary to 'talk like a musician' to communicate their observations and preferences through language of evaluation.

Implementation

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. During the year, all children will have the opportunity to develop their understanding, skills and techniques in music. We are very proud of our musical achievements at Forest and Sandridge. We welcome parents to our annual music concert and productions throughout the year to share the musical ability we have at our school. Our peripatetic teachers who come into school to teach music lessons are giving opportunities for children to learn and develop their skills from an experienced specialist teacher. These teachers are; guitar, piano, drums and singing.

We use music as a form of worship on a daily basis.

How we use music in collective worship:

- To make the text special, 'different' from everyday speech.
- It is corporate, something we can all join in with, and encourages participation.
- It is memorable, and helps us to remember the words.
- It expresses feelings and emotions in a deeper way than words alone

The national curriculum is our starting point for deciding upon the knowledge and skills that children will be taught in each year group. Our curriculum, through the use of Charanga is designed to ensure that, where possible, learning is relevant to our diverse community and rooted in our rich heritage. In Music we have developed the scheme of Charanga to ensure there are fun and exciting opportunities to learn during each music lesson. Learning is sequenced to ensure that prior learning can support what comes next. The Charanga scheme helps non-specialist teachers and TAs to deliver good quality lessons with confidence.

In Music, the key language and vocabulary needed by children to communicate their learning is identified and explicitly identified on planning. Vocabulary is explicitly taught through a variety of active learning strategies using sentence stems. Teachers are encouraged to be passionate about language and model effective use of vocabulary within their teaching.

Planning

To ensure the delivery of the National curriculum and progression of skills and knowledge across the school we use 'Charanga' as a basis for our Music Curriculum.

Where appropriate every lesson will:

- Recap prior learning
- Review and introduce key vocab for the theme.
- Use sentence stems to support children speaking in full sentences.
- Review learning at the end of the lesson.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Hey you!	Rhythm in the way We walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship Song	Reflect, Rewind and Replay
Year 3	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind and Replay
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
Year 5	Living on a Prayer	Classroom Jazz 1	Make you feel my love	The Fresh Prince of Bel-air	Dancing in the street	Reflect, Rewind and Replay
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay

Impact- How do our Golden Threads work within this subject?

Christian Values

- Developing respect and compassion, by teaching children how to be in an audience.
- Striving to nurture confidence and courage by expecting children to be brave and perform in front of others.
- Have had the opportunity to experience music as a form of worship.
- Have had the opportunity to perform for an audience in church services, carol concerts, class led worships and special musical celebrations.

"For I know the plans I have for you," says the Lord... "Plans to give you hope and a future" Jeremiah 29:11

Nurture, Grow, Flourish.

- Allow children to flourish by using visual language skilfully and convincingly to express emotions, interpret observations, convey insights and accentuate their individuality. As well as having independence, initiative and originality which they can use to develop their creativity.
- Developing a passion for and a commitment to the subject.

Knowledge and Skills

- Gaining new knowledge of how a range of different genres and instruments sound, work, and complement each other.
- Using knowledge and taught skills to create performances.
- Revising and deepening key aspects of music learnt from each unit of work.
- Having an in depth understanding of the different genres of music, which progress throughout a child's learning journey.
- Exposing children to a range of artists, movements, different songs and recordings beyond Music.
- Providing children with the chance to learn through experimenting, practicing and then performing beyond the classroom.

Language Rich

- Embedding the use of vocabulary within lessons, through discussions and music appreciation.
- Teaching children to use the correct terminology when describing instruments.
- Confidently use language structures to evaluate.

Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?

Teachers try to identify potential barriers at the planning stage. In their planning, they consider ways of minimising or reducing those barriers.

Lesson design:

- Recapping learning from the previous lesson. Children may revisit their work from the last lesson to remember/improve/tweak/adjust.
- Consolidation is built in through curriculum design. Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.
- The curriculum is designed in a way that allows pupils to make links to the real world.
- Scaffolded tasks to support those need additional support.
- Whole class discussions (e.g. the teacher may do a mini plenary where common misconceptions are identified and discussed or where they share examples of pupil work on the board).

Environment

- Key vocabulary displayed on the board so children can use correct terminology in their discussions.
- Flexible seating options in case children need to move during the lesson.

Resources

- Adult support (e.g. additional modelling or explanation)
- Peer support
- Check list of steps to complete (e.g. on the flip chart or slides printed)

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