



Music gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything. – Plato

Intent

At Middlethorpe our Music curriculum is designed to develop a love of, and an interest in, all types of music and develop a greater understanding of how it impacts on our pupils. Our curriculum takes into account the content of the National Curriculum and the different aspects of music to ensure our children have experienced a wide range of musical genres. The essential musical knowledge has been carefully sequenced to ensure it builds within a year, across years and across subjects. Children play a range of musical instruments, listen to different types of music and learn to sing songs from a variety of genres.

We aim to develop the following essential characteristics of musicians:

- An extensive base of musical knowledge and vocabulary
- An excellent knowledge of different types / eras of music
- A comprehensive understanding of the way in which music is created
- Fluency in musical enquiry and the ability to apply questioning skills as well as effective presentation techniques
- Excellent composing skills and other musical techniques
- The ability to express well-balanced opinions rooted in very good knowledge and understanding about music
- A genuine interest in the subject and a real sense of curiosity about how music is created

Implementation

Leaders have carefully selected the knowledge and skills children at Middlethorpe require to fulfil the aims of the subject. The long term plan takes into account the content of the National Curriculum and has the flexibility to take into account the children's interests. Key concepts have been identified that children encounter at different stages of their educational journey and then revisit repeatedly. The content has been mapped out over the year. In Key Stage 1 children study percussion instruments as well as having a weekly singing lesson. In Key Stage 2 children study a different musical instrument each year through either MAPAS tuition, teacher led instruction, or private tuition so that by the time they leave us they have a basic knowledge of different instruments. Learning is sequenced and builds progressively and where possible links have been made to other subject areas. When children are not studying Music, learning across other subject areas and the wider curriculum provides opportunities to apply their musical knowledge and skills where ever possible. Assembly times are also used to promote a love of music and to further extend the children's knowledge of different types of music.

Within a block of Music the key knowledge, skills and vocabulary have been identified for teachers to ensure that content and concepts are progressive across the whole school. Knowledge organisers are designed to support children in their knowledge acquisition and are used continuously through units to support children in recalling and retaining the key knowledge and vocabulary. Low stakes quizzing is also used as a strategy to support children in knowing more and remembering more. All units begin with children investigating what key concepts are and what they are not. This is designed to support children in making links in their learning. Children then use a range of musical skills to obtain and apply new and existing knowledge. Such skills include composing, listening and copying rhythms, understanding musical notation and enquiry. Opportunities are provided to present their musical knowledge, learning and understanding in a range of ways. Where an area or concept can be seen in real life it is. Consideration is given to how children who grasp concepts more rapidly and those learners who need more support are catered for within Music lessons.

Impact

Our Music curriculum is high quality, well thought out and is planned to demonstrate progression of knowledge and skills. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- An end of unit task, which will give the children the opportunity to apply their musical knowledge, skills and understanding.
- Pupil discussions about their learning.
- Tracking of knowledge gained through low stake quizzes

Outcomes in Music lessons evidence a broad and balanced musical curriculum and demonstrate children's acquisition and retention of identified key knowledge. The ultimate impact of our Music curriculum is that our children will have developed a love of music, have an appreciation for different types of music and have the ability to play different musical instruments.