

Oak CE Primary School

Music Curriculum Overview



Vision

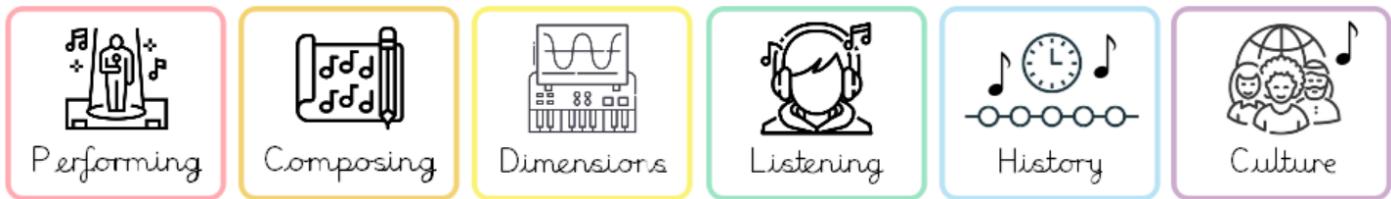
At Oak CE Primary School, amongst the wide range of languages which are spoken, the language of music is one which we all have in common. For a lot of our children, their initial experience of music starts at home, through religion, culture and celebrations. We use these early encounters as the foundation upon which to lay the building blocks of a high-quality Music education. We want our children to feel that they are musical and develop a lifelong love of music. Within our children, we endeavour to spark their creativity, increase their self-confidence, encourage them to value Music as a subject and instil a genuine sense of accomplishment within their learning.

Our curriculum embodies the distilled aims of the EYFS Framework and the National Curriculum and has been tailored to both reflect and broaden the musical experiences of our diverse setting.

We teach our children to:

1. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
2. Appreciate and evaluate the works of the great composers and musicians
3. Sing and to use their voices, to create and compose music which is both personal and collaborative
4. Seize the opportunity to learn a musical instrument, use technology appropriately and provide the opportunity for them to find and refine their individual talents
5. Understand and explore how music is created, produced and communicated

All of our learning sequences teach progressive knowledge and skills, through the following elements of Music:



Teaching and Learning

At Oak, dedicated Music lessons are taught weekly across both key stages. In addition to this, music plays an integral part of our Collective Worship and is interwoven within other areas of the curriculum such as: Art, RE, Reading, French and History. In some units, the theme is linked to another curriculum area, supporting retention and enabling conditions for effective recall. Within each unit, children have the chance to listen to and appraise multiple pieces of music, including their own; practice and refine performance skills, including the use of instruments; learn and apply a range of notation methods for composing; and gain a deeper knowledge of the historical and cultural significance of specific styles and genres. Technical vocabulary and analysis of the inter-related dimensions of music are taught and applied within lessons. At the end of each unit, children apply their learning to a final performance.

Over the course of primary school, the children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with ever-increasing control. We utilise the spiral curriculum in which core concepts are returned to and built upon – more complex tasks are tackled and simple tasks are performed to an increasingly higher standard.

Careful attention is given to children's prior learning and existing musical experiences in order to build secure mental models of instruments, genres, composers, techniques and vocabulary. Teachers make explicit links to what children already know and how it links to our wider curriculum, which has been designed to support this. Opportunities to use the language of discussing, analysing and appraising music are provided in Collective Worship.

Our Music curriculum is structured through the adoption of the Kapow Primary Music Scheme, which is substantiated by research, and like us, values a rigorous and progressive set of knowledge and skills and the opportunity to practice and refine essential learning behaviours such as collaboration, leadership, creativity and critical thinking. Lessons are tailored to meet the needs of our children and reflect their culture and heritage where possible so that all children can see themselves in our curriculum. A multitude of other opportunities supplement children's learning, including but not limited to: choir club, The Sound Waves music project, The Kirklees Big Sing, Christmas concerts, Christmas Big Sing and Rocksteady Music School.

Learning outcomes are documented using a variety of mediums such as written and digital compositions, notes and written responses to pieces and recordings of performances.

Our current sequence of learning has been developed in line with robust school improvement and reflects the advancements of our curriculum to provide a broad and balanced offer. For this reason, and to ensure that the fundamental knowledge and skills required to effectively access a stage-appropriate Music programme are secure, the majority of our year groups accessed catch-up units in the Autumn term. These facilitated accelerated progress and prevented further gaps in learning. Our projected long-term plan for 2024/2025 will reflect the progress that has been made.

Early Years Foundation Stage

Music plays a pivotal role in our EYFS. Songs and rhymes are sung daily as both a vehicle for learning and as a learning focus, considering rhythm, rhyme and performance. Children investigate and create sound, learn to move to music and explore how it is incorporated into stories and celebrations. The units taught within the Summer term follow a more thematic approach, in which children begin to learn about and play instruments, as well as practising and performing a song for small audience. This prepares our children for the demands of the Key Stage One curriculum and supports the transition to primary Music.

Inclusion

At Oak, inclusion is at the heart of our pedagogy. Our Music lessons are fully inclusive and differentiated so that all children can access the learning, make progress and feel successful, without SEND being a limiting factor. Regardless of ability, the same skills and concepts are made accessible through targeted support, thoughtful scaffolds, adapted scores and notations, and specific, authentic praise. Importance is placed upon the development of fundamental skills and inspiring children's creativity.

Assessment

We assess the children at the end of each unit based on their knowledge and skills. Data is inputted into a spreadsheet termly to gauge whether a child is below (B), working towards (WT), working at (AT) or greater depth (GD) in each unit. This data is then analysed to find where the areas for development are and what can be done.

Appendix 1.

The inter-related dimensions of Music.

