



West Heslerton CE Primary School Curriculum statement for the teaching and learning of Music

ETHOS	<p style="text-align: center;">“Children are at the centre of all we do”</p> <p>We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.</p> <p>The hallmarks of a Christian life lived well are –</p> <p>· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness</p> <p>Galatians 5:22 – 23</p>
SCHOOL INTENT	<p>As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.</p> <p>To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.</p> <p>Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</p>
SUBJECT INTENT	<p>At West Heslerton, we aim to engage, motivate and inspire children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.</p> <p>Following the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills.</p> <p>Music is a unique way of communicating. It is a vehicle for personal expression, and it can play an important part in personal, physical and cognitive development.</p> <p>Music is a universal language that embodies one of the highest forms of creativity. As children progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.</p> <p>We aim to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in.</p> <p>At West Heslerton, we recognise that music plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. The National Curriculum provides an outline of core knowledge around which is used to develop exciting and stimulating themes and lessons to promote the development of children’s knowledge, understanding and skills as part of the wider school Curriculum.</p> <p>The aims of our music curriculum are to develop children to:</p> <ul style="list-style-type: none"> • Sing and use their voices. • Understand and explore how music is created, produced and communicated. • Use musical language and notation. • Create and compose music on their own and with others. • Use technology appropriately. • Have opportunities to play a wide variety of instruments including untuned and tuned percussion and Recorder. • Take part in regular performances, including within the classroom, school and to the wider school community. • Perform and share a range of musical styles and music for specific occasions/celebrations. • Reflect upon performance ideas and make decisions in order to progress to the next level of musical excellence. • With direct links to current world events and Year level topics: Listen, review and evaluate music across a range of historical periods, genres, styles and traditions. This includes: <ul style="list-style-type: none"> -Identifying and developing an understanding of the musical intent of the work of great composers and musicians. -Developing an enjoyment of and an appreciation for music - contributing their thoughts, ideas and reflections.

UNDERPINNED BY	High expectations	Modelling	Fluency	Vocabulary	
	All children are expected to make at least good progress from their starting point and achieve their full potential.	Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.	Children apply the skills taught confidently and independently across the curriculum.	Ambitious vocabulary is taught explicitly and can be used by children appropriately.	
IMPLEMENTATION	Skills, knowledge and vocabulary are taught following the National curriculum. In EYFS we follow the 'Birth to 5 Matters' and use the Development Matters Checkpoints to track progress, these are non-statutory - only the 'Early Years Framework' is statutory. See EYFS EAD Long term Progression Plan.				
	Dedicated Teaching Time Lessons are delivered to children by a specialist music teacher to ensure children have high quality input. Work is mainly aural and practical with some written work to consolidate learning and promote notation.	Cross Curricular Cross-curricular links are made with specific connections to term-based Topics, world events and subject specific areas.	Wider Opportunities The children are given the opportunity to experience Music in other ways, such as: Visits Visitors After school clubs Summer Term collaborative drama/music spectacular.	Outdoor Learning As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary. EYFS and Yr1 also have continual access to outdoor learning as part of their provision.	
	Whole school events As a whole school we come together to celebrate and/or take part in specific themes and events including: Harvest, Christmas, Easter & Sing Up Day.	Busy Brain Time Tasks are set for children during Busy Brain Time (EYFS/Yr1). These tasks are to promote independent learning, time management, organisation and problem solving.	Inclusion All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.	Continuous Professional Development (CPD) To further staff's subject knowledge and skills, professional development is undertaken when required.	
	Nurture The six principles of nurture are woven throughout our curriculum. <ul style="list-style-type: none"> • Learning • Wellbeing • Behaviour • Language • Safety • Transition 				

IMPACT	<p>We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge and understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, including the use of subject-specific vocabulary.</p> <p>We measure the impact of our music curriculum through on-going monitoring methods including observations, video footage and written work.</p>			
	MONITORING METHODS	<p>Pupil Voice</p> <p>Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.</p>	<p>Evidence in knowledge</p> <p>Children can recall key information showing knowledge of their subject from which to build on further.</p>	<p>Evidence in skills</p> <p>Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.</p>