



Priestsic Music Curriculum Offer

Intent

It is our intention that our Music curriculum ensures that the National Curriculum requirements are not only met, but pupils receive a broad and rich learning experience. Music is a universal language and one of the highest forms of creativity. It is our vision to equip our pupils with key skills, knowledge and vocabulary and enable them in their own creativity.

Our curriculum drivers are **Diversity, Aspiration, Vocabulary, Health and Well-being**. These are planned for through our curriculum offer, enrichment and child led learning opportunities. We want our pupils to develop a passion for music and to want to have the aspiration to pursue a career in the field themselves. We aim to provide our pupils with a rich and broad cultural capital. It is our aim for pupils to not only build upon skills and knowledge gained from foundation stage through to year 6 during weekly music sessions, but to also incorporate musicality through our curriculum. We plan the contents of the music curriculum and resource accordingly to meet the needs of all pupils providing them with the skills and knowledge to fulfil their potential. We embed music through weekly music sessions and high quality teaching supported by The Nottinghamshire Music Hub and Charanga. Pupils will gain confidence embedding key basic skills and broadening their knowledge. We enrich our music curriculum by giving pupils opportunities to showcase their talents through concerts and performances. Pupils have access to participation in the school choir, extra-curricular music clubs such as ukuleles and keyboards. Pupils are inspired by expert musicians and are given opportunities to watch live performances such as Ballet and the Halle orchestra.

Implementation

At Priestsic, we believe that nothing has been learnt until it is in your long term memory and that memory is the residue of thought. We work on the ethos of 'knowing more and remembering more'. All teaching staff have access to high quality resources needed and are able to provide pupils with music sessions that enables pupils to revisit previous skills and build upon their knowledge and understanding. Sequences of sessions are planned using progression mapping within and across year groups from EYFS through to year 6 ensuring progression for all.

Planning

Sequences of lessons are planned for using progression mapping within and across year groups. Teachers plan for equipping pupils with sticky knowledge and key skills. Key questions are planned for in order to encourage active learning and challenge for all. Opportunities for cross-curricular music are also embedded - for example in PE, music is used in dance, when learning about Africa in Year 2, they have the opportunity play African drums. Pupils

have opportunities to listen to and appreciate music from other countries and cultures. Opportunities are provided to explore diversity through learning focusing on different cultures. Some of our music learning is not taught in specific sessions but rather it is repeatedly revisited across year groups. Examples of this type of longitudinal learning are: Listening & appraising and using voices expressively. Teachers use our Charanga subscription to expose pupils to a variety of genres and music through history and then explore their opinions about the music. Technical vocabulary lists for each year group help our pupils to broaden their subject specific terminology giving them the confidence to articulate their opinions and explain their thinking about music.

Enrichment

Every year pupils have the opportunity to perform in their Key Stage or year group when we present school performances to an audience. KS1 and Foundation perform in the autumn term, LKS2 in the spring term and UKS2 in the summer term.

Pupils also have opportunities to watch others perform and also to perform with pupils from other schools for example during singing competitions and links with our secondary schools to watch live performances.

Impact

The impact of our Music offer is measured through our monitoring cycle. This includes learning walks, staff and pupil voice, planning scrutiny and curriculum intent reviews. Once reviewed the subject team discusses and formulates an action plan for improvement which teachers from each phase then take back to their teams for action.

We assess and track Music against Benchmark Standards in each year group, ensuring pupils maintain a good knowledge, skills and understanding. In assessing we are looking for sustained mastery, inspired learners and pupils who are fulfilling their potential. Whilst having a good sense of enjoyment and achievement.

Below is an outline of the intended impact we are looking for in our pupils in the curriculum area of music:

- Children can articulate and explain what music is.
- Children are equipped with skills and musical knowledge.
- Children have a passion and enjoyment for music.
- Children have a good understanding of musical terminology.
- Children use their imagination and creativity to create their own music.
- Children use music in a variety of ways to express their individuality.
- Children create music as an ensemble.
- Children can enjoy and appreciate a variety of musical genres.
- Children's well-being is promoted.

We aim to develop and improve our pupils well-being by sparking creativity, tapping into emotions and helping young people understand and develop their own life while navigating that of others.