



Inspire. Challenge. Learn

At Pool Hayes Primary School, we are committed to providing our children with a curriculum that inspires and challenges them to learn



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Curriculum statement for the teaching and learning of Music

INTENT	<p>At Pool Hayes Primary, Music is a subject area that we enjoy across the school. Our intent is to ensure that our Music curriculum inspires our children to think creatively and to gain an appreciation of music. Our Music curriculum is delivered through the Charanga teaching tool. Charanga meets all of the requirements of the statutory National Curriculum for music and is Ofsted approved. The Charanga Musical Scheme provides teachers with week-by-week lesson support for each year group and is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.</p> <p>In Early Years, pupils thrive in a music-rich environment. Development Matters state the importance of music within one of their specific areas, 'Expressive arts and design'. There is a particular Early Learning Goal (ELG), 'Being imaginative and expressive' that details the prominence of music. Children sing a range of well-known nursery rhymes and songs, and perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</p> <p>According to the National Curriculum, Key stage 1 pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They should play tuned and untuned instruments musically. They should listen with concentration and understanding to a range of high-quality live and recorded music, and experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Pupils in Key Stage 2 should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They should improvise and compose music for a range of purposes using the interrelated dimensions of music, listen with attention to detail and recall sounds with increasing aural memory. They should use and understand staff and other musical notations. They should appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, and develop an understanding of the history of music.</p>			
	Underpinned By	High Expectations	Modelling	Fluency
	<p>All children are expected to succeed and make progress from their starting points.</p>	<p>Teachers demonstrate the actions of activities, providing examples of good practice and having high expectations.</p>	<p>Children soon become confident at applying their skills into other areas of the curriculum, eg. Singing assemblies.</p>	<p>Subject specific vocab is taught explicitly and is expected to be used when talking about the processes that they are going through.</p>

Implementation	<p>Delivery -</p> <p>Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes.</p> <p>How to structure a 45 minute lesson:</p> <p>Listen and Appraise - 15 mins Musical Activities - 20 mins Perform/Share - 10 mins</p>	<p>Listen and Appraise</p> <p>The Charanga overview diagram includes all the listening opportunities in this Scheme through historical periods to present day (See subject folder).</p> <p>The Style Indicator guide on the website will support learning and is printable for teachers.</p>	<p>Musical Activities</p> <p>All activities are based around a song. The Activity Manual provided is to support the teaching and learning here.</p> <p>Games embed the Interrelated Dimensions of Music through repetition.</p> <p>Singing is at the heart of all the musical learning. Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.</p> <p>Improvising with the song using voices and instruments occurs in some Units of Work. Composing with the song using instruments occurs in some Units of Work.</p>	<p>Perform and Share</p> <p>Pupils share what has taken place during the lesson and work towards performing to an audience, which is usually a selected class within the school.</p>
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	<p><u>Taught discretely</u></p> <p>Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music.</p>		<p><u>Health and Safety</u></p> <p>Children will develop responsibility and autonomy, following important safety rules when using specific instruments, e.g. taking care with lifting glockenspiels, using anti bacteria wipes for recorders...</p>	
	<p><u>Cross Curricular</u></p> <p>Children have lots of opportunity to apply skills that they have been taught in other curriculum areas, e.g. singing their times tables (rolling numbers).</p>		<p><u>Showcasing our Achievements</u></p> <p>Children learn to sing and to use their voices to create and compose music. They sing, as a whole school, sing for Harvest Festival, Carol/Christmas Concerts and Productions. In recent years, the Choir have performed within the local area.</p>	
Impact	<p>PUPIL VOICE</p> <p>Children talk enthusiastically about music, the processes that they went through including any problems that they encountered along the way and how they overcame them, and about their final products.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Children will experience a range of music from different genres and eras. They will have an understanding of musical language and how to use it in context when discussing a piece of music and critiquing their own composed pieces.</p>	<p>EVIDENCE IN SKILLS</p> <p>Children will develop performance skills through playing a range of instruments across the curriculum and performing them to an audience. This will foster a love of music through the knowledge of musical history and the origin of music.</p>	<p>OUTCOMES</p> <p>At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.</p>