Curriculum Offer for Music

INTENT

How is your curriculum set up and what it the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children
All children to achieve (21.7% PP – increased over time)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Mission

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.

'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Vision

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.

Our school values underpin our day to day lives:

• **Fairness**: We act without bias and provide equal opportunities for everyone.
'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
''For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Teamwork**: We work together to achieve shared goals.
'For the body is not one member, but many' (Corinthians 12:14)
• **Ambition:** We work hard to achieve our aspirations and never give up.
'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)
• **Care**: We look after each other, ourselves and our environment.
'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)
• **Respect**: We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)

Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.

We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.

In order to achieve our vision we aim to ensure that our children understand the importance of being:

• **Respectful**: Each child is thoughtful and considerate to themselves, others and the environment.
• **Ready to learn**: Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
• **Resourceful**: Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
• **Reflective**: Each child is curious, able and willing to learn from their mistakes and can describe their progress
• **Able to Reason**: Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
• **Resilient**: Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

At St Peter's our main priority is to encourage children's full, active and enjoyable participation in all forms of music, irrespective of ability. The key elements of music may be summarised as: 1. Listening and Appraising 2. Undertaking musical activities such as games, singing, playing, improvising and composing 3. Performing and sharing

Vocabulary Development

In order to develop children's vocabulary we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all

Children who are disadvantaged have full access to the curriculum in accordance with our aims. We aim to ensure that the teaching of music is accessible to all pupils. Storage systems are accessible, e.g. within reach. Resources are labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, as appropriate. Access to adapted instruments is given or ICT to overcome difficulties with mobility or manipulative skills. Teachers ensure that pupils are physically able to play the instruments they are asked to play. Percussion instruments can be adapted for pupils with physical disabilities. Children with sensory needs are enabled to participate through the provision of resources such as ear defenders.

Our Pupil Premium strategy states we will maximise all children's potential by offering them an exceptional quality of education through a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Disadvantaged pupils are given the opportunity to build their cultural capital in accordance with our vision to enable all pupils to dream, believe, achieve and flourish.

Children with SEND have full access to the curriculum. Teaching and tasks will be adapted to suit the needs of the child and alternative methods of recording will be provided e.g. digitally if appropriate.

IMPLEMENTATION

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement.

Certain Year groups have the opportunity to be taught a specific musical instrument for a term. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument.

Additional opportunities are offered in music, such as the school choirs or key stage performances which are held at certain points in the year.

CURRICULUM STRUCTURE

Curriculum breadth

In Foundation Stage, the children follow the Early Years Foundation Stage (EYFS) curriculum. Teachers follow The Charanga Musical School Scheme which provides them with week-by-week lesson provision. The Scheme supports all the requirements of the national curriculum. Out of the six units available, each year group has the opportunity to tackle three When funding allows, music specialists from Shropshire Music Service may be brought in to teach a particular aspect of learning.

Making links – Key Stages 1 and 2 follow the requirements of the National Curriculum 2014, but teachers make links to cross-curricular themes, where appropriate.

Recording – Teachers include written or photographic recording in books. Children' progress is reported to parents annually as part of the child's school report.

Teaching approaches/Pedagogy

Through our music provision, we aim to ensure that all pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They will learn to sing and to use their voices and create and compose music on their own and with others. Children will have the opportunity to learn a musical instrument and understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Children will have the opportunity to progress to the next level of musical excellence.

Progression in Music

Sitting below each of these is the progression document from EYFS to Year 6.

Document: Progression Document

IMPACT

Assessing Progress –

Formative assessments: Music is monitored throughout all year groups using a variety of strategies and pupil interviews. On-going, formative assessment, both during and at the end of each unit. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that are still need to be embedded. Children will be assessed as B - below, WT – working towards, EX – expected or GD – greater depth.

Supporting staff/Training:

Subject Leads:

The subject lead undertakes annual Network Meetings for Music Leaders run by The University of Chester.

Teachers :

Skills audits are carried out and those that identify a support need with the music teaching are supported accordingly with planning and delivery. Feedback provided through book looks/pupil voice and support offered. CPD training opportunities.

Teachers new to school/ECTs

New teachers/ECTs are provided with the progression document, assessment document, Long Term and Medium Term plans and Charanga musical school login details to support their teaching and a smooth transition into music teaching at St Peter's.

Teaching Assistants

TAs/HLTAs are able to ask for support from their class teacher or the subject lead.

Development point: Further opportunities for children to play in front of an audience Spring/Summer '23