

# Curriculum Overview High Ham Church of England Primary School

## Curriculum Area: Music

### Curriculum Lead: Elinor McElwaine and Karen Evans

*Our curriculum approach to music reflects our ethos statement 'Discovering, learning, believing Together' – in particular we are keen for pupils to discover their own passion for music within the curriculum as well as providing a wonderful opportunity to work together with others.*

#### **Intent**

For all children to experience the joy of learning a musical instrument and have the opportunity to sing as well as play instruments together. To offer extended opportunities for those pupils who wish to continue learning a musical instrument. To provide an opportunity at least once in their Primary school years to visit a Theatre and experience a live production. To ensure at least one time in each key stage the children experience live music at school.

#### **Implementation**

In KS2 specialist music teaching to include wider opportunities musical tuition for at least one year group. In KS1 pupils will have many opportunities to sing together linking with other curriculum activities too. All children to be involved in a whole school Christmas production to give them the performance opportunity.

#### **Impact**

Children enjoying music and some able to play a musical instrument at grade standard. Children able to demonstrate their creativity using their musical skills at school/community events.

#### **Planning**

We follow the NC using [Charanga music software](#) (recommended by Somerset Music) and offer KS2 specialist music teaching with at least one class following wider Opportunities music with [Somerset Music](#). The school website has [links to planning](#) which shows how our long-term plan for music feeds into the short-term plans for each term and clearly demonstrates how musical learning lesson sequences are increasing the depth of understanding and range of knowledge throughout the primary years.

#### **Knowledge and skills progression through the school**

At High Ham in KS1 music skills and knowledge will be developed through each phase of learning by building on previous levels of understanding. The particular KPI's (Key Performance Indicators) are outlined below but a [full copy is available which shows progression in every step](#) throughout the whole of the Primary years.

#### **In KS1 this will involve pupils:**

- Using their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Playing tuned and untuned instruments musically.
- Listening with concentration and understanding to a range of high-quality live and recorded music.
- Experimenting with, creating and selecting as well as combining sounds using the interrelated dimensions of music.

#### **In KS2 knowledge and skills will be further developed to involve:**

- Learning to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvising and composing music for a range of purposes using the interrelated dimensions of music.
- Listening with attention to detail and recalling sounds with increasing aural memory.
- Using and understanding staff and other musical notations.
- Appreciating and understanding a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Developing an understanding of the history of music.

### **Recording**

Lessons will rarely require written notes. Children's own written music will be completed collaboratively and occasionally tweeted. Ongoing teacher assessment will take place using 'Educater' (our whole school assessment system).

### **Reporting**

At the end of the year on the annual report to parents a judgment will be made regarding their child's attainment in music relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

### **Monitoring**

#HighHamMusic Twitter feeds show the learning objectives being taught. Curriculum leader to work alongside their curriculum partner to collate evidence including analyzing how planning for learning episodes matches the evidence in books, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. Where relevant the implementation of school policies (such as marking) will be reviewed in light of the well-being schools agenda (aspect of the School Development Plan) to ensure the workload for music is both manageable and is making an impact on the children's learning.

### **Review**

October 2020

**Originally written and reviewed by Elinor McElwaine/Karen Evans and Jane Rosser. Oct 2019.**