MUSIC

Subject Information

September 2022

|  |  |
| --- | --- |
| Our Vision  (Intent) | **We believe that our children should have the aspiration and opportunity to ‘Live life in all its fullness’ John 10:10 and ‘Shine like stars in the sky’ Philippians 2:15.**  Our curriculum is based on a consideration of the contextual needs of our cohorts and families, our local context and government requirements, in addition to curriculum research; this has helped shape our vision and intent.  Our curriculum is a journey and never a finished article. It is reviewed at least annually to ensure it is still meeting the needs of our children in an ever-changing world.  **Our aspiration for our children has been framed into our 6 golden threads which we feel our children need to be able to do to ‘shine like stars’ and ‘live life in all its fullness’. This ensures the opportunities for these are always a focus within school, and throughout a child’s journey in school. We want our children to:**   * Become life-long readers * Be confident communicators * Be spiritually, mentally and physically healthy * Be creative * Be curious * Understand and embrace the wider world |
| **Curriculum Design**  **(Intent)** | 1. We always start with the child and their experiences: what they know and is familiar to them. We then move outwards until we reach the wider world and wider world views. 2. We always work from knowledge acquisition to application, in carefully sequenced learning journeys which build systematically on previous learning. This ensures both an inclusive and ambitious approach for all our learners. 3. We work to a four-year plan in KS2 for Science, Geography, History, Music, Art and DT with concepts in these running over a year, rather than a terms over a series of years: This ensures that our curriculum is systematically, cohesively and robustly planned and delivered to our children in a manner in which helps them to immerse themselves in a subject for deeper learning. (This also negates the effect of the impact of changing class structures). It also allows us to make pertinent links between interdisciplinary knowledge across our long-term plan to allow the children to frame their learning within a larger concept in order to help them to retain this. 4. We work to a two-year plan for PSHE, RE, Computing and French as these disciplines contain more age specific knowledge and skills. Computing, French and PSHE are all delivered across the federation in two-year group structures   **So that our children know more, remember more and therefore can do more**. |
| Subject specific design | Key principles for our music curriculum:   * The best way to learn music is by making music. Music lessons are about learning in and through music, not solely about music and aim to build up pupils’ knowledge and skills as well as developing their imagination and creativity. * Music is intrinsically valued as an expressive, enjoyable and sociable creative art. Singing together as a whole school is a weekly priority and opportunities to perform are planned throughout the year. Instrumental learning is encouraged within school with visiting tutors from the Music Hub. Whole class projects enable all children to learn to play an instrument. * Learning in music is based on the developing knowledge of the nine interrelated dimensions of music:  |  |  |  | | --- | --- | --- | | 1. Pulse | 2. Rhythm | 3. Pitch | | 4. Tempo | 5. Dynamics | 6. Timbre | | 7. Texture | 8. Structure | 9. Notation |  * Substantive knowledge focuses on developing children’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. The disciplinary knowledge is how these substantive elements can be used and combined to create specific and desired effect. * Our music curriculum starts each year with the child using familiar singing games, rhymes and familiar songs from previous work. We have chosen to follow a Music Express scheme of work, carefully curated to meet our needs as mixed age classes. This is a varied programme which enables children to learn to sing, compose, play instruments and listen in a carefully structured progressive manner. KS1 follow a rolling 2-year programme, whilst KS2 follow a 4-year plan. * Music is an important part of our cultural diversity development. We listen to and explore music from different cultures, contexts and historical times. |
| **Implementation Key Principles** | * Has clear rationale for mixed age classes * Focuses on the key knowledge – teaching less but better. * Is concept driven not content driven: Prioritises thinking rather than task * Uses high quality materials – fit for purpose * Employs techniques which will deliberately help children transfer learning to long term memory * Is responsive * Puts a high value on the acquisition and understanding of vocabulary   **For the detailed breakdown of the above please see** [**CIP.pdf**](file:///C:\Users\staylor\Downloads\CIP.pdf)  The nine principles of cognitive science – Daniel Willingham |
| How/When do we assess our children and their progress and attainment? | **Unit assessment**  Ongoing AFL  Informal learning assessment at the end of each unit  **Annual assessment**  End of year assessment of the post essential learning assessment  (Recorded and reported to SL) |
| How do we ensure our children have retained this knowledge?  When/how do we revisit? | **Sheep tracking**  Regular revisiting of vocabulary  Using known songs to teach new elements |