

Vision: Inspiring learning for Life

We aim to enable our pupils to flourish through our provision.

Overall school Curriculum Intent:

- To develop articulate, resilient, and empowered citizens who make a difference to others
- To provide a coherent and ambitious curriculum that leads to a greater depth of understanding for all
- To inspire pupils with purposeful and interconnected learning experiences

Music

Intent

At Preston Candover CE Primary school our Music curriculum inspires creativity, self-expression and builds self-confidence through giving each child opportunities to perform with peers and the wider community. Music at our school is a practical subject, integrating singing, playing, listening, notating, rehearsing, performing, and creating activities. We hope to foster a life-long love of music by exposing each child to diverse musical experiences. We focus on developing the substantive and disciplinary knowledge to ensure all children have the understanding and confidence to enable them to become confident and reflective musicians, who have a passion to listen, respond and reflect on different music genres and styles. From this, all children will find their voices as singers, become song writers, performers, and composers.

The aims of our Music curriculum are to ensure that by the end of Year 6 children:

- Can use their voices to sing individually, in a duet or as a group in a choir
- Have opportunities to learn to play a wide variety of musical instruments
- Create and compose music of their own and with others
- Use technology appropriately to enhance the music they are composing
- Understand and explore how music is created, produced, and communicated
- Listen to, critically review, and evaluate a wide range of music, including that of great performers, composers, and musicians from a range of historical periods, genres, styles and traditions through recordings and live performances
- Have different opportunities to take part in performances at a range of venues

Implementation

At Preston Candover CE Primary school, our aim is for all children to have fun and become resilient, competent, and confident music composers and performers. Music is considered a subject in its own right but is also used to support other areas of the curriculum e.g., through phonics lesson, to learn times tables, Geography, History lessons, etc. Music lessons are held in our creative arts room each week, where every child is introduced to a wide variety of music genres and composers from a range of historical periods. All children are given the opportunity to use a variety of instruments throughout their Music lessons and are always encouraged to perform their Music to numerous audiences over the school year. All staff ensure that they model aspects of Music and Musical vocabulary, to ensure every child understands and if they require further explanation, support is given by showing them another way or providing pupils with 1:1 or group support.

In Foundation Stage, music lessons will include singing, rhythm games and use of instruments, both

in structured activities and through active learning. Music is used to support the Early Years Foundation stage curriculum through singing nursery rhymes to develop literacy skills. The children also take part in an annual nativity, which is performed to parents.

In KS1, the children continue to develop their singing, rhythm skills and use of classroom percussion instruments in music games and through creative music-making. The KS1 nativity is also a musical highlight of the year. All KS1 children have a weekly music lesson. This introduces them to develop initial skills in singing and playing instruments.

In KS2, the children continue to have a weekly music lesson. The children enjoy learning about different famous composers throughout history and listen to and compare the music. Children in Years 3–6 receive a dedicated hour of music teaching each week, giving them the opportunity to learn and play different instruments over the year. This helps pupils to develop their instrumental skills, build confidence and enjoy making music together. The children get the opportunity to perform to an audience at the end of each term. KS2 children learn and perform a variety of carols for the Christmas Carol Service and children have the opportunity to showcase their talents playing instruments, which are also performed to parents and the rest of the school. In year 6, the children perform a musical leaver's play. In the past, these have included Robin Hood and the Sherwood hoodies and Shakespeare Rocks, which the children enjoyed learning immensely.

Each week, all the children attend whole school and class worships. In each worship, we listen to different styles of classical music and sing a hymn together as a whole school community. Children learn and sing songs that are linked to our school values or songs that are relevant to the time of year. There is a school singing and song writing club, which children can attend each week, for children from Year 2 to Year 6. Children in this club have performed at numerous events such as: school worships, annual Christmas Fayres, The Grange project and Young Voices.

Planning

Our Music is in line with the National curriculum and is an integrated, practical, exploratory, and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. Each music unit comprises the strands of musical learning which correspond with the national curriculum for music:

- Listen and Appraise
- Singing
- Playing musical instruments
- Improvisation
- Composition
- Performance

Our Music curriculum enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Each strand of musical learning is from Reception to Upper Key Stage 2, so each child can embed a deeper learning, knowledge, understanding and skills. Over time our children will develop new musical skills and concepts, and re-visit established musical skills and concepts. All musical learning is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation. These dimensions are at the centre of all the learning. Teachers use a long-term plan of substantive and disciplinary knowledge and vocabulary. From this, class teachers create a medium-

term plan. Each music lesson is annotated and evaluated on to ensure we are providing a coherent and ambitious curriculum that leads to a greater depth of understanding for all.

Class teachers and LSA's match physical resources to support the pupils further with these lessons, which include: musical instruments, vocabulary cards, music videos, Classical CD's, Out of the Ark CDs, etc. We aim for Music to be purposeful for all pupils and where possible, musical content is, interconnected to class termly topics and key events that happen throughout the year. For example: Word Music Day, Art week, Fairtrade Fortnight, Global Awareness and Christian festivals. As a school, we have performed at Anvil Arts, The Royal Albert Hall, The Grange and O2 for the Young Voices concert.

Assessment

Children are encouraged to achieve their personal best across all areas of Music, with assessment used to monitor and support their knowledge, understanding and skills. Teachers assess learning continuously through observations during lessons, providing feedback from both themselves and peers, particularly during performances, to highlight strengths and suggest improvements. Each term, children's progress is measured against the Progression of Knowledge and Skills Map for their year group and summative assessment is conducted three times a year to evaluate key areas of Music; this information is shared with the child's next teacher to ensure continuity of learning. Pupils' learning is regularly moderated to maintain consistency across classes and year groups, while the Music subject leader monitors provision through peer observations, work sampling and discussions with staff and pupils. Ongoing assessment informs planning, differentiation and the support and challenge required by each child, ensuring they make progress, develop confidence and consolidate their skills and knowledge in Music.

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