



CURRICULUM STATEMENT: Music

Our Curriculum Intent for Music

The key characteristics that we have identified, and that we believe, will make a good musician are:

- Children singing a wide variety of songs and using their voices expressively.
- Having the opportunity to play tuned and un-tuned instruments.
- Rehearsing and performing with others, with an awareness of audience.
- Composing musical patterns, selecting and organising musical ideas, and recording these in a variety of ways.
- Appraising through exploration and explanation of their own ideas and feelings about music.
- Learning, understanding and applying musical vocabulary.
- The ability to analyse and compare sounds and become confident at suggesting improvements for their own work and that of others.
- Listening with concentration to internalise and recall sounds whilst developing a growing awareness of seven musical elements: pitch, duration, tempo, dynamics, texture, timbre, form.
- The understanding that time and place can influence the way music is created, performed and heard.

We believe that music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed throughout.

We aim to encourage awareness, enjoyment and appreciation of music in all its forms and to develop imagination and creativity. We want to encourage children to sing with enthusiasm from an early age, free from inhibition and to help children of all abilities develop positive attitude. We aim to offer opportunities to perform, compose, listen and appraise whilst also experiencing success and satisfaction in music.

Our Curriculum Implementation for Music:

At Mountfields Lodge we primarily teach the National Curriculum for Music through our use of Sing Up and Music Express.

Music is taught using cross curricular links where possible. In addition to music lessons in class, KS1 and KS2 have singing sessions that take place weekly in assemblies. Pupils are also given the opportunity to listen to a range of music at the beginning and end of our collective worship sessions, including live music performances by pupils. Children are given the opportunity to have instrumental lessons delivered by peripatetic teachers in piano, strings, drums, flute and guitar.

Music is taught over a two-year rolling programme and the themes are linked where possible to the curriculum themes.

Our Curriculum Impact for Music:

In our school we have a set of assessment tools that we use across all Foundation subjects. We believe that they have maximum impact on teaching and learning outcomes with a minimum demand upon staff workload and pupil wellbeing.

We:

- **Share the Curriculum ‘Learning Journey’** – *do the pupils know what they are doing and why they are doing it and where it ‘fits in’?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Is the learning embedded?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson?*
- **Use ‘the checks’ to adjust teaching and learning** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in *History* it will be relevant and impactful.

Our 3 agreed approaches to assessment are

1) At the Planning Stage

Teachers refer to the Progression Map for Music and consider not only the current year group expectations but also make themselves fully aware of previous learning and the expectations of what comes next.

Prior learning is assessed at the start of a new unit or work i.e. ‘Do you remember in Year ? when you did/learned about/found out about?’ We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

Teachers share The Learning Journey for each unit of work Music; this includes questions that are to be answered throughout the unit of work with unit-specific vocabulary that must be used/taught and the Core Learning expectations. It is referred to at the start and end of each lesson to make sure the questions are answered and the vocabulary is embedded.

3) Photo Books

Each class has a Photo Book; it is used to ‘capture the active learning’ that the pupils have undertaken’.

We know that our pupils are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. ‘Do you remember when...?’

Our 3 agreed assessment tools are:

A) Flashcards:

We use these to engage ‘active recall’ through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class ‘team’ quizzes. They are ‘low stake’ i.e. they are not considered to be the ‘be all and end all’ of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

C) Exit Tickets

These are used at the end of a teaching and learning session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning.



Our 4 C's

At the core of our learning.