



Music Curriculum Intent

"Ah, Music," said Dumbledore, wiping his eyes. "A magic beyond all we do here!" Albus Dumbledore.

Music Curriculum Intent

At Glusburn Primary School, it is our intent that we make Music an enjoyable learning experience that will engage and inspire all pupils to develop a love of music and their talent as musicians.

Our curriculum ensures coverage of the core strands of the National Curriculum:

- Singing
- Playing tuned and un-tuned instruments
- Listening to Music
- Composing

We believe that children should learn to perform, listen to, review and evaluate Music across a range of historical periods, genres, styles and traditions, including the works of the great composers and Musicians. We teach children to sing and to use their voices to perform and entertain. We give children the opportunity to create and compose Music, learn a Musical instrument and use technology appropriately and hence develop their Musical understanding and talents.

How is the Music curriculum implemented?

Through using the scheme: *Charanga*, children experience 3 alternate half-terms of music each year, this allows them sufficient time to become fluent in their knowledge and skills, and recalls will ensure this is embedded in their long term memory.

We all supplement the music curriculum with the North Yorkshire Music Service who provide children from Year 1 – 6 with the opportunity to play an instrument through whole class tuition.

Through listening and evaluating music we develop children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. Children learn descriptive language skills in music and how music can represent different feelings, emotions and narratives.

We also explore how music is created, produced and communicate; how music can be described in terms of pitch, duration, dynamics, tempo, timbre, texture, and structure and how music can be represented with appropriate musical notations.

How is Music enabled in the Early Years?

In Early Years Music is taught through the **Specific** areas of **Personal, Social and Emotional Development: Managing feelings and behaviour; Physical Development: Moving and Handling; Expressive arts and design: Exploring and using media and materials; Expressive arts and design: Being imaginative** and is enabled through, for example: making available a range of music that captures different moods; providing CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music; using music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross; inviting dancers and musicians from theatre groups so that children begin to experience live performances; introducing children to a wide range of music; extending children's experience and expanding their imagination through the provision of music.

How does the Music curriculum reflect our values & ethos?

Our Music curriculum gives pupils opportunities to be both performers and audience thus reflecting our core values of citizenship, respect for others and appreciation of self and others.

UNCRC ARTICLE 29: Education should help develop every child's personality, talents and mental and physical abilities to the full.

UNCRC ARTICLE 31: Every child has the right to relax, play and take part in cultural and artistic activities.

How does the Music curriculum impact on children's cultural capital and in becoming well rounded citizens?

Through appreciation of music from range of historical periods, genres, styles and traditions we aim for our children to become well-rounded citizens. The impact of our Music curriculum aims to increase children's self-confidence, well-being, creativity and sense of achievement. We hope through a variety of Musical community events we give children the opportunity to bring enjoyment to others and to develop a love for this creative art form.



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Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory.

Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

UNCRC ARTICLE 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

How is Music assessed?

Each unit of work begins by ascertaining the children's prior knowledge and any connected knowledge held in their long term memory. Any misconceptions that arise throughout the unit are identified and address appropriately. Children continue to recall their knowledge throughout a unit in order to ensure an alteration in long term memory.

The curriculum provides sufficient opportunities for planned revisits of previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories.

Regular 'low stake' assessments and 'deliberate practice' are used in order to strengthen memory by revisiting at gradually increasing intervals.

These 'Learning Vibrations' occur throughout units of work so that all children have the opportunity to make connections and embed the information in their long term memory. To ensure that these connections become stronger and children have gained the intended understanding and unconscious competence in knowledge, 'Learning Vibrations' after a half-term's unit of work: at the end of the unit/half-term; approximately two weeks later (at the beginning of the next half-term); approximately six weeks later (at the end of that half-term) and at the end of the school year. This helps the children to tune in, recall and listen to their learning; increasing the volume and vibrancy of their knowledge. This system of sequenced 'Learning Vibrations' allows children to continue to learn new curriculum content whilst also making alterations to long term memory; not overloading the child.

In Early Years children are assessed against the Early Learning Goals:

Early learning goal - Expressive arts and design.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.