

Curriculum Overview - Music



Intent	Implementation	Impact
<p>All children are encouraged to:</p> <ul style="list-style-type: none"> • Develop skills and appreciate a wide variety of musical forms; • Listen to, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Understand and explore how music is created, produced and communicated, including through: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. • Develop and use relevant specialist musical vocabulary. • Inspire creativity, develop a love of music and increase children's talent as musicians. • Make music together, to understand musical notation and to compose pieces. <p>As part of our provision at Whatfield Primary School we aim to: make music an enjoyable learning experience</p> <ul style="list-style-type: none"> • Provide opportunities for all children to create, play, perform and enjoy music • engage and inspire pupils to develop a love of music and their talent as musicians • Develop musicianship and performance skills • Provide our pupils with a broad range of opportunities, including a range of educational visits, theme days and visits from experts 	<p>As part of this planning process, teachers:</p> <p>Plan opportunities for all children to create, play, perform (sing and play) and enjoy music</p> <ul style="list-style-type: none"> • Opportunities to listen and appraise, explore and develop technical skills through practical music activities and perform and share their work – identify and embed the Music skills that will be taught within each topic. Consider how they will deliver these, ensuring that the children are aware of the development of these skills; • Use relevant language and vocabulary – identify and ensure that this is taught and used accurately by both staff and children; • Plan cycle of lessons for each unit, which carefully plans for progression and depth; • Link the curriculum to the School's values and British Values; • Identify areas of weakness and seek support from the Music Lead or organise CPD. <p>As part of this assessment process, teachers will:</p> <ul style="list-style-type: none"> • Make observations during lessons and give feedback to aid progress • Provide opportunities for children to self and peer assess musical performances <p>The subject lead will:</p> <ul style="list-style-type: none"> • Support staff, as required in planning and assessment. • Support staff, with CPD and training 	<p>Impact is measured by ensuring that children not only acquire the age-related knowledge linked to the Music curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.</p> <p>All children will have:</p> <p>A wider variety of skills linked to the musical elements of duration, dynamics, pitch, tempo, timber and texture</p> <ul style="list-style-type: none"> • A richer vocabulary which will enable them to articulate their understanding of taught concepts • Opportunities to be musical and to perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • High aspirations, which will see them through to further study, work and a successful adult life. <p>In addition, we measure the impact of our curriculum through the following methods:</p> <p>Monitoring and analysis of pupil progress;</p> <ul style="list-style-type: none"> • Pupil discussions about their learning; • Teacher's assessment in relation to the national curriculum goals for their year group