



## Music

### Intent:

The music curriculum at Hunningley Primary Academy provides children with purposeful and engaging knowledge of the broader role music plays in our lives and society as well as providing entertainment and enjoyment. This is achieved through the framework of four vertical concepts. Our curriculum goes beyond the National Curriculum and challenges children as composers and performers. Furthermore, to enable our children to make good and accelerated progress, we have incorporated non statutory guidance from the Model Music Curriculum. To support us in the delivery of our music curriculum, we use the software Charanga which is Ofsted approved and the market leader. This has resulted in the creation of a progressive model, centred around these vertical concepts, which provide a concrete lens through which to study and explore music, as well as small steps to help pupils to grow their musical confidence and express themselves:

### **Listening and Appraising**

*How does the music make you feel? What is the tempo and tonality of the music? What links does the music have socially, historically or geographically?*

### **Singing**

*How do we support our voices in the correct way? What power do our voices have? What are the different effects when changing our voices?*

### **Composing**

*How can we improvise using our voices and instruments? How can we reflect the emotion or message of the music in our compositions? How can we record our compositions through notation?*

### **Performing**

How can we develop learners who can confidently sing or play a musical instrument, either solo or as part of a group?

Our curriculum is designed in way which creates excitement for music, that inspires a curiosity to learn more about various musical genres, ethnicities, and communities globally. It provides opportunities for all children to see themselves reflected in the curriculum and others who they may not ordinarily encounter through our review of content and composers to ensure it is truly inclusive and diverse. To ensure this, learning is organised into six social themes which are delivered annually resulting in a learning being progressive with children knowing and remembering more.

<b>Broader Social Theme Description</b>	<b>Examples of Related Themes</b>
<b>1. Music Is a Peacebuilder and Friendmaker</b>	Diplomacy Kindness Responsibility Charity
<b>2. Music Is a Storyteller and Time Traveller</b>	History Entertainment
<b>3. Music Is a Changemaker</b>	Social justice
<b>4. Music Is a Builder of Community and Guardian of Cultural Identity</b>	Culture
<b>5. Music Is a Friend, Guide and Support</b>	Personal Psychological Moral
<b>6. Music Is a Nature Lover and Guardian of the Earth</b>	Environmental

### Implementation:

Early Years is the first opportunity to develop our children's curiosity for Music. We implement our music curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework which aims to guide children to make sense of their own feelings and emotions and how to express them. Children in early years are immersed in music through the singing of nursery rhymes, moving to music and exploring body percussion. Pupils are introduced to musical language as they explore how music makes them feel and effects those around them.

In Key Stage 1, will begin to recognise some band and orchestral instruments. Children will be able to describe music as slow or fast and as loud or quiet. They will participate in performing simple songs with actions to develop their confidence as musicians, ready for Key Stage 2.

In Key Stage 2, the music curriculum builds upon these foundations and enables children to consider the power of music in more detail. Children will continue to refine their skills whilst gaining context of music and composers from across the world. They will use this to inform their opinions and emotions surrounding multiple genres.

When teachers plan a unit, they begin with the end in mind, having clarity about exactly what they want the children to learn. Outcomes are clear and detailed, and each lesson has a concise learning intention. We are determined that children develop the progressive skills of a musician throughout their time at Hunningley and not just learn a series of facts about the musical styles. Substantive knowledge rich lessons where children build on prior learning and situate knowledge within carefully constructed concepts are delivered following Rosenshine's Principles of Instruction. Teachers create knowledge organiser which outline the key substantive knowledge and vocabulary which all children must master with each unit being carefully planned for progression and depth.

The curriculum is well designed and developed to be ambitious for all learners. Based upon up-to-date research on cognitive load and on how children learn most effectively, determined our approach to implementing our history curriculum. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning sticks. Each unit has built in practice, retrieval and reinforcement of the key vertical concepts to ensure knowledge sticks in the long-term memory. For learning to stick in the long-term memory we teach musical knowledge in meaningful contexts and in a connected way.

For each unit of learning, teachers plan for and children experience:

- Co-operative learning using Kagan strategies to ensure high levels of accountability and engagement for all children.
- A careers pathway that highlights the range of jobs and careers that learning in history can lead to.
- Educational visits and visitors in school to encourage further passion for music.
- To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see first-hand the curriculum they are learning at that time in their own school environment.
- Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.
- A curriculum that teaches pupils about civilisations from across the world and always incorporates the experiences – positive and negative – of ethnic minorities.
- To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers reference the 'Music Four Broad Areas of Need document' to ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the Music Lead and the SENCO.
- Teachers receive termly professional development to enable them to deliver the curriculum effectively.

### **Impact**

Our Music Curriculum is high quality, well sequenced and planned to demonstrate progression. Children will become increasingly imaginative and articulate within their own thinking and make informed and balanced musical decisions based upon prior interlinking knowledge. Children will become increasingly aware of how music has shaped the world that they currently live in and feel empowered by this. The impact of our curriculum will provide children with a secure knowledge and understanding of many composers, musicians, and musical genres. Our children will develop a passion for music and an enthusiastic engagement in learning.

Our curriculum is designed in a way to be suitably challenging; we believe that if children are keeping up with the demands of each lesson, that they are making good or better progress.

In addition to this, we measure the impact of our curriculum through the following methods:

- A pre learning quiz to ascertain whether children have mastered the prior learning needed to enable them to access the planned unit. This takes place two weeks prior to the start of new learning to provide time for any prior learning gaps to be addressed.
- A reflection on standards achieved against the planned outcomes.
- Pupil voice in floorbooks and discussions about their learning.
  - Low stakes quizzes.
- Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.
- Teachers review learning during learning, spaced after the unit has been taught, and after protracted periods of time. Recall and retrieval practice demonstrates whether learning has been remembered.

Our music curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged in the following ways:

- Organising guest speakers and visitors to perform for and work with our children.
- Providing additional opportunities such as school trips to enrich pupil's understanding and provide context through first-hand experiences.
- Exploring a musical genre of the month where the children explore an extensive variety of songs and artists every day.
- Enabling all children to participate in at least one school performance annually.
- Offering Woodwind instrument tuition to all our children with funding to support pupil premium children.
- All children visit our local care home and perform for the residents as part of our intergenerational project further embedding their understanding within the social themes.
- Children also regularly host charity concerts to raise funds for those in need.
- Our school choir travel to many events allowing our children to perform in professional settings they may never normally get the opportunity to experience.

These opportunities, alongside our delivery of our progressive music curriculum enable our children to gain powerful skills and knowledge in order to be successful in the wider world and community.