

Music Curriculum Rationale



At Abbey Lane Primary School, we are committed to providing all children with learning opportunities to engage in Music. Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Abbey Lane Primary School aims to give pupils the opportunity to develop an appreciation of music through a combination of activities involving discussion, appraisal, rehearsal and performance. Our principal aim is to develop the children’s knowledge, skills, vocabulary, confidence and competence in Music. We believe in whole-class teaching methods and seek to combine these with performance-based activities. Our pupils will be exposed to high-quality live and recorded music and have the opportunity to participate in the creative process involved in making music by enjoying access to a range of musical instruments which they can use regularly and independently. Pupils will have the opportunity to work independently and/or collaboratively, demonstrating new skills and using new vocabulary, while being able to discuss, refine and evaluate their work both in rehearsal and in performance.

Music is a truly inclusive activity, which asks not for the participant to display virtuosity but rather enjoyment for the sheer pleasure of taking part in a creative process. Our school strives to encourage this attitude and approach towards Music.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to the National Curriculum	At Abbey Lane Primary School, we root our Music learning in the Early Years Statutory Framework (specifically the areas of learning: Communication and Language, Physical Development and Expressive Arts and Design) and through the online teaching and learning platform Charanga, which provides extensive National Curriculum coverage and is linked to the government’s new Model Music Curriculum.	Pedagogical Approaches	<p>Music lessons are delivered via a series of progressive elements throughout each unit of work, which develop the skills of listening and appraising, composing, and performing. The implementation of the Music Curriculum encompasses these features:</p> <ul style="list-style-type: none"> • Children will develop confidence in performing, either using their voices or a musical instrument. • Children will be given opportunities to access a wide range of musical genres; they will be confident about talking and evaluating this music, recognising that different music appeals to different people. • Children will be given the opportunity to learn a musical instrument. • Children will develop confidence as musicians. 	Approach to assessment	At Abbey Lane Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate adaptive teaching. An array of musical skills and knowledge is listed on the Music assessment grid, under the headings ‘substantive knowledge’ and ‘disciplinary knowledge’, and RAG-rated to help inform the teacher’s judgement of a child’s attainment. These judgements are then collected from each Music topic to help create a summative assessment of attainment throughout the year. Feedback is given to pupils as soon as possible, and their work is acknowledged.
End points	<p>The aim of our Music curriculum is to equip pupils with a breadth and depth of knowledge and understanding by focussing on (and regularly returning to) key concepts. When delivering learning opportunities, we ensure pupils will participate in a range of classroom activities, which develop the skills they use across both Key Stages. Pupils develop their ideas through frequent opportunities to rehearse and perform pieces of music, all the while putting into practise the inter-related dimensions of music of pitch,</p>	Teachers’ Expert Knowledge	Staff expertise is shared and developed through whole-school CPD meetings and feedback to staff from the Music subject lead. The teaching within school will be supplemented via access to the Charanga online learning platform which enables teachers, non-specialists and CPD music coordinators to teach both the National Curriculum and the DfE’s Model Music Curriculum in a fun and interactive way.	Performance Data	Teachers assess pupil performance based on the skills and knowledge outlined in our Music curriculum in order to judge when they are working within age-related expectations and to identify gaps in students’ learning.

Sequencing

timbre, dynamics, tempo, texture, structure and musical notation.

Our Music curriculum is designed around establishing and revisiting key concepts in order to both consolidate and deepen pupils' knowledge and understanding.

We deliver a curriculum that will engage and inspire our pupils to develop their love of music and their talent as musicians, gradually building up an array of skills and learning experiences, increasing their self-confidence and creativity. All individuals will have opportunities to develop these skills in a wide range of teaching and learning activities.

Our intent in music is for children:

- To perform, listen to and review a wide range of music.
- To learn to sing and use their voices.
- To have the opportunity to learn a musical instrument.
- To be introduced to the possibilities created by music technology.
- To develop an understanding of the terminology used within all music, which are referred to as the inter-related dimensions of music: pitch, timbre, dynamics, dynamics, tempo, texture, structure and musical notation.

Addressing Social Disadvantage

At Abbey Lane Primary School we believe that all children should be guaranteed equal access to our Music curriculum. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this via adaptive teaching, where teachers deliver their lessons globally and react 'in the moment' to what is observed – celebrating successes and capitalising on opportunities to develop pupils' potential. We recognise that pupils come to us with different amounts of musical experiences

Promoting Discussion and Understanding

Staff encourage children to use musical terminology clearly laid out in knowledge organisers, which they then use to critique others' and their own musical endeavours.

Knowing More and Remembering More

To help us achieve our aims, school subscribes to the Charanga online learning platform and takes advantage of the vast array of modules and resources available to teachers and support staff to address the necessary skills and knowledge, allowing our pupils to enjoy a rich and varied music education. The key concepts of Music are regularly revisited, allowing pupils the opportunity to put these into practise when appraising, rehearsing and performing.

A recent addition to the teaching of Music in our school is the Government's Model Music

Pupils' Work

Monitoring takes place regularly through the sampling of children's work and teacher planning, through scrutinising evidence, data analysis and lesson observations. 'Pupil voice' surveys are regularly conducted to ensure the children are engaged, know more, remember more and can do more. At Abbey Lane Primary School, we are constantly refining and improving our curriculum and asking the question, "What is working well, and what can be improved?" This approach ensures that we continue to offer the best possible learning experience to all the children who attend our setting.

Talking to Pupils

'Pupil voice' surveys are regularly conducted where a range of children across all year groups are asked about their learning experience in Music. Pupils are asked, for instance, what they have been learning, what they have enjoyed and (most vitally) what could be improved. This information is audited and informs how to promote the effectiveness and profile of Music within school.

Local Context

– all of whom have a right to both acquire and remember core and critical knowledge.

Children are given the opportunity to demonstrate their passion and talent for music at a number of local (and some nationally recognised) events. Our school also welcomes local musicians who help consolidate pupils' love for and learning of music. There exists sufficient 'room for manoeuvre' and opportunities for interpretation within the Charanga units of work to celebrate Sheffield's rich musical heritage and global contribution. The performance-based nature of all the units allows practitioners to personalise the learning and make it more relevant for our pupils.

Teacher Assessment

Curriculum – a non-statutory set of guidelines which can be used to supplement the already effective teaching of Music in our school.

Teachers use 'assessment for learning' as a strategy within the general framework of adaptive teaching to support students with the consolidation of key knowledge, vocabulary and concepts. Recordings and written work demonstrate progression and enable teachers to identify gaps in knowledge, skill and understanding.