



Houghton St. Giles Primary Academy Music Curriculum- 2023-2024

Intent

At Houghton St. Giles, we aim, through a diverse music curriculum, to inspire pupils to develop a life-long love of music enhanced through a variety of engaging and rich musical experiences both inside and beyond the classroom. Through the provision of our aspirational curriculum, we intend to empower all children to become knowledgeable, active and creative musicians. The ability to recognise the interrelated dimensions of music underpins our curriculum and, through this, all children, including those with SEND, will develop the musical knowledge needed to gain a rich understanding of what music is; understanding the interrelated dimensions of music will ensure children discuss music using these terms.

Our music curriculum encompasses the key strands of musical learning:

- Listening and appraisal
- Singing
- Composing and improvisation
- Performing/Instrumental Performance

Underpinned by the Model Music curriculum, our school curriculum is ambitious that all pupils will experience a rich variety of music as we believe that music enriches individual lives as well as the school's wider community. Our curriculum aims to provide pupils with a plethora of musical experiences encompassing music from a range of musical genres and cultures.

A strong appreciation of music will be encouraged through the expression of thoughts and feelings, which will – in turn - develop the unique musical identity of each pupil and promote our pupils' ability to use music as an opportunity to express themselves and connect with others. Throughout their musical journey at Houghton St. Giles, pupils will become increasingly confident, talented and reflective musicians, whose ignited passion and enjoyment of music will provide the springboard for them to flourish musically not only at secondary school but throughout their life. Pupils' experiences of a wide range of genres, cultures, techniques, styles and emotions within Music will equip them to discuss, appreciate and value the role music plays in our diverse society.

Implementation

Our detailed progression document encompasses each component of our music curriculum and is closely aligned with Charanga – the scheme we have chosen to support teaching and learning of music. Musical knowledge and skills are built upon each year through a repetitive, sequenced curriculum of musical activities which focus on the strands of musical learning: listening, appraising, composing, improvising and performing. This embeds children's understanding of these key components of our music curriculum.

Within the spiral of musical learning, progression throughout each unit of work reinforces the interrelated dimensions of music across all year groups: this builds upon the foundations of pulse, rhythm and pitch before children explore further dimensions as they progress throughout each unit. Over their time at Houghton St. Giles, children, therefore, revisit and consistently deepen musical knowledge and skills; they use their progressive knowledge of interrelated dimensions to talk about different musical genres.

Our two-year rolling programme has been designed to allow for progression and revisiting of key musical components whilst ensuring pupils receive new learning opportunities.

Charanga is used by teachers, including non-music specialists, to deliver high quality music lessons. Through a dedicated music session each week, pupils will have access to a class set of glockenspiels to play which will enable them to practically apply their knowledge of the interrelated dimensions of music. Use of the glockenspiel will also embed knowledge and skills needed to improvise, compose and connect sound with symbol through notation.

Every session builds upon the last, contributing towards the purposeful outcome at the end of each half term: all children will develop a composition including style indicators of the particular musical genre they have studied during the half term and perform this to an audience. The Charanga scheme is therefore synonymous with the speaking and listening aims of the English National Curriculum (specifically the Model Music Curriculum) as children are encouraged to listen and appraise music, discussing and justifying their opinions to one another, whilst listening respectfully to the views of others. Music is integrated within other areas of the curriculum too. Children use songs to learn French language and they work to digitally compose music in Computing lessons. Additionally, as a Church of England School, music plays a large part in daily collective worship. The musical experience of our children is further enriched through daily worship in which children listen and appraise a range of musical styles and develop an ability to sing hymns musically, understand the meaning of lyrics and show awareness of an audience when performing. Additionally, throughout special events of the year such as Christmas and Easter, we use music to represent our feelings.

Extra-curricular opportunities are provided to explore musicality further through a choir club and peripatetic small group music opportunities. As part of our school choir, pupils apply their musical learning to listen, appraise, sing and perform a variety of songs. Performance opportunities are planned into the school year including popular and well-attended carols around the village walk and singing at the church coffee morning.

Children are encouraged to develop a passion for singing and performing in many ways. Our curriculum ensures throughout their units of work, pupils have opportunities to perform to classmates with a specific unit planned for Summer 2 to allow pupils to perform on a wider school scale. This develops confident and competent musicians who are proud to showcase their musical learning to an audience.

Impact

Our music curriculum ensures that all children leave Haughton St. Giles equipped with the necessary skills of a musician. Through our all-encompassing musical curriculum, children will have a plethora of opportunities to develop fundamental skills.

Having been exposed to a diverse range of music from different genres and periods in history, pupils will have developed a musical identity with an understanding of culture and history which is ever evolving. Within this, they will have developed transferable skills of self-reflection, interacting with and respect for others, showing an appreciation of music by listening to and appraise musical pieces; children will confidently express and converse with others about their own thoughts on different pieces of music and respecting that other opinions may differ from their own.

Having explored the strands of musical learning throughout their education at Haughton St. Giles, children have access to the enjoyment of music in many of its forms, namely as a listener, composer or performer. As children will leave with secure knowledge of interrelated musical dimensions, they will be able to appreciate musical pieces and further their understanding musical dimensions beyond primary school to continue embracing music into their lives.

At the end of their primary journey, children will have sung, played instruments and composed melodies revealing knowledge of interrelated musical dimensions referred to by staff and pupils as 'The Musical Elements'. We are passionate for our children to feel that they are valued members of society: children will recognise music as a platform for self-expression, both for their voice to be heard and emotions to be shared.

Children will have been developed as musical performers throughout their education. Being given regular opportunities to express their musical identity and being heard in this way will ensure pupils feel a sense of achievement, thus developing their self-confidence to present in front of others. Some students choose to delve deeper into the art of performance and through extra-curricular clubs, leave Haughton St. Giles having performed at class level, school level and at local events with an audience of parents, carers and members of the public.

Our students will be able to discuss, reflect and appreciate the impact music has on their learning, development and well-being because pupils, who can think musically, are better equipped to value music as integral to their self-expression and interaction with the wider world.