



# Houghton St. Giles C.E. Primary Academy Curriculum Statement

## Music



*Dream to Achieve - "I can do all things through him who strengthens me" Philippians 4:13*

**"The true beauty of music is that it connects people. It carries a message and we, the musicians are the messengers" – Roy Ayers**

Music is taught through a whole class, inclusive, instrumental music-making project, which provides children in KS1 and KS2 with the opportunity to begin a lifelong musical journey.

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of Music.</li> <li>• Ensure that the curriculum leader has appropriate time to develop their specific curriculum intent through careful research and development; and through liaison with The Music Partnership with Entrust.</li> <li>• Provide sufficient funding to ensure that implementation is high quality where appropriate.</li> <li>• To provide the resources and instruments to enable all children to have the chance to learn, enjoy and make progress on an instrument.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• WCET is an instrumental music programme that also covers the requirements of the Music National Curriculum. Providing the unique opportunity to engage with both the 'National Plan for Music Education' and provide specialist National Curriculum delivery for pupils.</li> <li>• Entrust Music Service has developed a Musical Progression Framework for Key Stages 1 – 3, in line with the requirements of the new Ofsted inspection framework and works closely with our school to ensure WCET fits into the wider music delivery plan.</li> <li>• The yearlong WCET programme will cover the National Curriculum for music through performing, composing and improvising, aural awareness and reflecting and evaluating.</li> <li>• Children will learn one instrument across the academic year, as we know this enables stronger musical progress and encourages more children to continue beyond the first year.</li> <li>• Where it can be accommodated, the first lesson in the Autumn term could be used to plan delivery between our school and the Entrust specialist music teacher. This can be hugely helpful for differentiation and ensures that WCET provision is part of the overall music development plan for the school.</li> <li>• Assess each year group at the start of the Autumn term, to judge prior music knowledge and next steps of skills progression. To introduce children to the instrument they will be learning over the academic year and recap what they have learnt in previous year groups.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of their musical skills and knowledge.</li> <li>• A progression of understanding, with appropriate music terminology which supports and extends understanding.</li> <li>• Confidence in discussing their musical knowledge and performing their music compositions.</li> <li>• Show how children will be "musicians" after the yearlong programme who have learnt to appreciate, perform, compose, listen to and enjoy making music in many ways. They will have a fundamental understanding of the knowledge and skills that are required to be a musician, and these can be built upon as they progress through school.</li> <li>• Pupils will discuss their music "Learning Passport" enabling them to to identifying their own strengths and areas for development. This can then be passed onto the next music teacher to ensure that progressive building on skills is planned for.</li> <li>• Reinforce the need and enjoyment of regular performances, inspiring other children in the school to enjoy making music.</li> <li>• Most importantly, they will have had a positive learning experience where collaborative music making has had an impact on their social and emotional wellbeing as well as preparing them for a lifetime of music making.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide children with feedback and consolidation from learning, using a variety of teaching strategies.</li> <li>• Provide realistic and relevant information.</li> <li>• Specify key musical terminology to be used and its meaning.</li> <li>• Opportunities for the children to work interactively, using other curriculum areas e.g PSHE, drama, art, with the teacher acting as the facilitator.</li> <li>• Individual /group reflection on the learning.</li> </ul>	
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• To articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remember musical skills over time. Enabling all children to have the opportunity to start learning a musical instrument, alongside their entitlement to National Curriculum music.</li> <li>• Ensure an appropriate progression of Music skills and knowledge is in place over time so that pupils are supported and challenged. Covering the main areas of musical learning including: Performing, composing and improvising, aural awareness and reflecting and evaluating.</li> <li>• Ensure progression of music terminology is in place for each phase of learning, which builds on prior learning.</li> <li>• Ensure Lesson are delivered by specialist teachers that have a high level of knowledge, skills and experience. They will have access to quality, service-wide planning documents and CPD to ensure that they are delivering at the highest level.</li> <li>• Ensure performance opportunities are provided to enable all children to have the chance to learn, enjoy and make progress on an instrument.</li> </ul>	<p><b>Our music lessons will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for the curriculum.</li> <li>• Be organised so that pupils can work independently, in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>• Offer safe places and opportunities for children to ask questions.</li> <li>• Provide opportunities for children to review their learning journey.</li> <li>• Develop a love of collaborative music making, where children will share their progress and achievements during a Celebration Workshop/Assembly at the end of the year.</li> <li>• Provide opportunities for children to work over time to practice their musical skills to perform at a large scale event.</li> <li>• Provide opportunities for the curriculum lead and specialist music teachers to liaise regularly, to prioritise inclusion and meeting the needs of every child in the classroom.</li> <li>• Consist of a balance of high quality vocal and instrumental work that delivers the National Curriculum through well-planned, engaging, well-paced and enjoyable music lessons that draw on a variety of quality resources.</li> </ul>	<p><b>Music Recordings will show:</b></p> <ul style="list-style-type: none"> <li>• Evidence of progress on the WCET programme will be recorded throughout the year with audio and video recordings being kept in school.</li> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• A varied and engaging curriculum which develops a range of music understanding and skills.</li> <li>• Showcase the skills learned.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> <li>• That pupils, over time, develop a range of skills and musical understanding.</li> </ul>

<p><b>The class teacher will, with support from the curriculum leader:</b></p> <ul style="list-style-type: none"> <li>• Follow the Entrust WCET Music plans which ensures appropriate coverage of knowledge, skills and terminology from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources/instruments are appropriate, in working order and are plentiful so that all pupils have the correct equipment.</li> <li>• Deliver lessons that show an awareness of PSHE programmes.</li> <li>• Carry out effective assessment at the end of each term or performance opportunity and ensure that this is used to inform next steps.</li> <li>• Develop and provide pathways (continuation) for those children who may wish to develop their musical learning following the initial opportunity.</li> <li>• Encourage pupils to extend their learning and experience by joining one of the Music Service Ensembles</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work because they know how to be successful- from modelled teaching.</li> <li>• Safe and happy in lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on music skills/ knowledge.</li> <li>• Develop music skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> <li>• Be aware of and have an appreciation for music from different genres, periods in history, cultures and traditions will be listened to and performed.</li> </ul>	<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned celebration worships/performances.</li> <li>• Collate appropriate evidence over time which evidences that pupils know more and remember more.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Liaise with Entrust to identify a target for continuation and work with the Music Service to provide “progression” lessons for those that wish to continue learning a musical instrument. The cost of this can be passed to parents.</li> <li>• Liaise with Entrust to ensure CPD support required for the Specialist music teacher is provided, based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>
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