



STOWER PROVOST COMMUNITY SCHOOL

Music Curriculum Statement

Ownership	AB
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Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage](#), [Develop](#), [Innocate](#) and [Express](#). The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

1. **Music Statement**

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Stower Provost the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Stower Provost is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom activities, assemblies, as well as the bi-weekly singing assemblies, various concerts and performances, and the learning of instruments. The elements of music are taught in classroom lessons so that children are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed. The key knowledge and skills for each year are mapped to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music from one year to the next. In the classroom, students learn how to play an instrument, from tuned to untuned percussion instruments and recorders. During their time at Stower Provost, the children will have the opportunity to learn to play an instrument through the Dorset Music Service Programme.

They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum at Stower Provost also enables children to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose—either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. The school provides opportunities for the children to perform during key assemblies and events (Harvest, Nativity, special assemblies, summer play, DMS performance), and ensure that children are confident performers.

2. Teaching and Learning

The music curriculum is mapped to ensure alignment with the national curriculum content and programme of study.

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

As part of the introduction to each new unit, teachers review what the children know already and identify what children would like to learn, as mentioned above, to inform the programme of study so that it takes account of children's interests.

In each lesson, children are guided towards the learning intention which is shared at the beginning of the lesson and reviewed by children at the end; this is subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

Identified links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

3. Assessment

Children's skills will be assessed and developed by the teacher during lessons and through discussions. Assessment is supported by use of the following strategies:

- Observing children at work individually, in pairs, in a group and in class.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback.
- Use of the 'what I know already, what I want to know and what I have learnt' (KWL) strategy, alongside specific and measurable learning intentions for each lesson.

- Consistent discussions and questions about 'sticky knowledge' which is key for each project.

Samples of the children's work will be uploaded to the Music folder on SharePoint to monitor the impact of the music curriculum and how it is being taught.

4. Planning and Resources

Planning will be the responsibility of class teachers and, where needed, support from the subject leader will be available. Music should be planned to happen every half-term and each class should concentrate on their knowledge and skills planned out on the progression maps. Planning is available on Charanga to support.

The school has a range of tuned and untuned percussion instruments for the children to use along with an electric piano and keyboard.

The school, being supported by Dorset Council, is subscribed to Charanga.

Teachers can set up assignments for the children to work on at home via their Yumu account if required.

Planning for peripatetic music lessons is the responsibility of each peripatetic teacher.

5. Organisation

Music lessons are weekly and there is also a bi-weekly singing assembly.

The school buys into the Dorset Music Service (DMS) programme where the children will have an opportunity to learn to play an instrument. This usually takes place in Y3/4. DMS tutors will come into school for a 10-week programme which culminates in a performance in front of the whole school and parents.

Students that wish can apply to learn to play a selection of instruments, depending on the tutors available. These lessons are weekly and are either to an individual or in small groups of children.

Pupils who have completed a DMS programme are entitled to free instrument hire for 6 months after their programme has ended. Whole class instrumental hire can also be arranged through DMS.

There are several concerts and events that Stower Provost children take part in each year, and also opportunities that might happen just once. The responsibility for the organising of these is dependent on where and what the performance is, and usually an agreement is made as to who will manage and organise any aspect of the event.

6. EYFS

Music for EYFS focuses on being imaginative and expressive. Children will sing a range of well-known nursery rhymes and songs; perform songs (in a group or on their own), rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

They will listen attentively, move to and talk about music, expressing their feelings and responses.

All of this is covered through making use of the Charanga scheme of work.

There is an annual Christmas show and summer show that the students rehearse for and perform in. These involve singing and actions and in the Christmas show may involve speaking. It is an integral part of the EYFS curriculum.

7. KS1 and KS2

The teachers will make use of the Charanga Musical School Scheme which provides teachers with week-by-week lesson support.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.

8. Equal Opportunities

Whole school policy on equal opportunities will be adhered to in the music curriculum. It is available to every child and all children take part in music activities, making a positive contribution to the life of the school.

Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the music curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in music.

10. **Role of the Subject Leader**

The music lead will:

- Monitor the teaching and learning of music across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating music curriculum.
- Monitor and evaluate the effectiveness of music teaching and learning, and liaise and consult with external agencies where appropriate.
- Support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of music.
- Oversee and maintain resources to support the music curriculum.

11. **Parents**

Parents and carers with specialist music skills are warmly encouraged to approach the school with support and ideas for clubs, workshops or a discussion about how to support and enrich Music at Stower Provost.

The school will actively seek to engage and collaborate with parents and carers with specialist skills for this purpose.

Parents are encouraged to be a part of their child's musical education in a variety of different ways, depending on the activity or event. Preparation for a performance may require learning text or music. Very occasionally this preparation or practise will be given as set homework and parental support in this will be sought.

Parents and carers are invited and encouraged to attend any one of a number of assemblies, concerts and performances throughout a child's time at Stower Provost.