



The Music Curriculum

Vision

Learning music skills has many benefits for both the individual and the wider community. It helps to break down social barriers and encourages cross-cultural understanding, as well as helping the individual to boost their problem solving, muscle memory and listening skills.

The Music Curriculum will:

- foster an interest in listening to music by introducing children to a range of music from other cultures and from the history of music
- provide opportunities for children to perform together both with singing and with musical instruments
- stimulate and encourage children's curiosity about music and creativity in experimenting with it by improvising and composing
- help children develop their awareness of cultural similarities and differences
- lay the foundations for future music study by providing opportunities to learn basic skills on a range of instruments

Intent

It is our intent at Carrington Junior School to ensure that children gain a firm understanding of what music is, through listening, singing, playing, evaluating, improvising and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our curriculum is designed to develop a curiosity for music, as well as an understanding and acceptance of the validity and importance of all types of music across different cultures and environments. 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

Through the National Curriculum and the Model Music Curriculum (2021), our music curriculum ensures students sing, listen, play, perform, improvise, compose and evaluate. This is embedded in classroom activities and children are exposed to a wide range of musical genres to listen to throughout the day, using the recommendations of the Model Music Curriculum, as well as a wide range of music that incorporates the topics that the children are learning in other subjects. Weekly singing assemblies, concerts, performances, and the learning of instruments, all feed into the rich and broad musical diet that the children are exposed to. We are in the unique position that all children learn music through learning different musical instruments. Year 3 learn through the violin, Year 4 learn through the ukulele, Year 5 learn through brass instruments and Year 6 learn through African drums and again revisit the ukulele to build on prior learning.

Our skills progression grid demonstrates how children develop their musical skills as they move through the key stages. The elements of music are taught and children are able to use some of the language of music to discuss it, and understand how it is made, played, appreciated and evaluated. In the classroom, children learn how to both improvise and compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Impact

Our Music curriculum will ensure all pupils have access to a varied and engaging programme which will develop key musical learning skills set out by the national curriculum, as well as a love of music and learning about music from other cultures.

These are as follows:

- discuss and evaluate a variety of pieces of music using a range of musical vocabulary including building a timeline of Western classical music, pop music from specific 20th Century genres and selected pieces of world music
- confidently recognise a range of musical instruments and the sounds they make
- Understand how pulse, rhythm and pitch work together
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Create a simple composition and record using formal notation including staff notation on single staff with chord names
- Sing as part of an ensemble with full confidence and precision
- Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
- Read and use formal, written notation which includes staff, semibreves and semi-quavers and rests matched to known notation
- Listen with attention to detail and recall sounds with increasing aural memory and accuracy

We measure the impact of our curriculum through the following methods:

- Observing children playing instruments, singing, improvising and composing
- Images and videos of children taking part in musical experiences
- Marking of recorded compositions
- Interviewing the pupils about their learning (pupil voice)
- Annual reporting of standards across the curriculum to parents
- Learning walks
- Subject tracking and monitoring

The Music subject leader will continually monitor the impact Music teaching is having on the children's learning, through work scrutiny, to ensure the progress of knowledge and skills is being taught. They will also ensure the knowledge taught is retained by the children and continually revisited and that the learners are able to apply the skills they have been taught to a variety of different settings, showing independence with their learning. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and summative assessments aimed at targeting next steps in learning.

Resources

National Curriculum for Music

Music Model Curriculum (2021)

CJS Music Long-Term Plan

CJS Music skills progression overview

CJS Medium Term Planning by year group