

# Curriculum Statement for Music



At Hayton School, we are all musicians. We see music as a form of communication and understand that it can speak a different language to each and every one of us. We embrace musical opportunities as not only a way to foster a love of music and promote the enjoyment of participation and performance for all but also to promote and provide further opportunities to boost school improvement, improve learning skills, fosters team work, build life skills, underpin better behaviour, encourage creativity and then utilise all of these skills as an educational building block.

Pupils are given the opportunity to excel and understand the power of music, and through high quality teaching and learning as well as a fully engaging curriculum and enrichment opportunities, pupils at Hayton school are able to move forward with a strong understanding of themselves and others. They can realise that music is not only fun but that it is for life.

<b>Intent</b>	<p>At Hayton School, we are all musicians. We see music as a form of communication and understand that it can speak a different language to each and every one of us. We embrace musical opportunities as not only a way to foster a love of music and promote the enjoyment of participation and performance for all but also to promote and provide further opportunities to boost school improvement, improve learning skills, fosters team work, build life skills, underpin better behaviour, encourage creativity and then utilise all of these skills as an educational building block.</p> <p>Pupils are given the opportunity to excel and understand the power of music, and through high quality teaching and learning as well as a fully engaging curriculum and enrichment opportunities, pupils at Hayton school are able to move forward with a strong understanding of themselves and others. They can realise that music is not only fun but that it is for life.</p>			
	<b>Vocabulary</b>	<b>Knowledge and Skills</b>	<b>Progression</b>	<b>Concepts</b>
	<p>Our intentions for vocabulary in Music is to expose all pupils to year group specific musical language taking from our school’s knowledge and skills progression document.</p> <p>Teachers will share with the pupils the vocabulary that will be required to be used at the start of the lesson. Pupils will be expected to use the vocabulary both verbally and in written form to discuss, reason and communicate thoughtfully about Music.</p>	<p>Music is taught at Hayton Primary School as a progressive skills-based curriculum which builds upon previous learning. The Music curriculum is sequenced logically for the progressive development of musical skills – skills that are revisited and mastered over time.</p> <p>As students work through it they sing, play tuned and untuned instruments, listen to recorded and live music, and compose and improvise using the interrelated dimensions of music. They learn about music history, exploring a range of musical styles and traditions, while using and understanding staff and other notations.</p>	<p>Teachers will plan lessons that cover the knowledge and skills that are expected for each year group. Teachers planning and teaching will ensure they are covering the National Curriculum programmes of study for each year group plus, when necessary, the ELGs, knowing what has been taught the previous year and what are the next steps in knowledge and skills for the next year group.</p> <p>Teachers will use Music progression documents to plan lessons that build upon knowledge and skills and ensure there is a deep understanding so that all children master the learning.</p>	<p>Our intention is for children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning 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. Mastery means both a deeper understanding of musical skills and concepts and learning something new.</p>

<b>Implementation</b>	<b>Inclusive Teaching and Learning</b>	<b>Subject Coverage/ Curriculum</b>	<b>Resources</b>	<b>SMSC</b>
	<p>Our Music curriculum firmly supports the equal opportunities philosophies of the school and all children will have access to the curriculum. Where necessary, modifications and/or adjustments will be made to the curriculum, to equipment and to resources to allow access for pupils with SEND, including provision for pupils that are exceptionally able. Many skills within the Music curriculum utilise open ended outcomes allowing all children to participate and achieve at whatever level is appropriate for them.</p>	<p>Music will be planned and taught as an independent subject through separate units of work. The programmes of study set out in the new National Curriculum will be used to ensure children get the learning experiences that is required. Teachers use the Chris Quigley curriculum and Charanga Music School to meet these programmes of study and ensure progression of skills throughout the school.</p>	<p>Music resources are stored in several locations within the school building depending upon their size and specialist requirements such as humidity levels and fragility. Hayton School is able to access specialist musical instrument tuition. All children are able to access and develop their own musical skills through the implementation of the Charanga Music School resources. Most weekly class lessons are taught by a music specialist. The music co-ordinator will support individual teacher's training in key skills and knowledge.</p>	<p>Music plays a significant role in children's spiritual, moral, social and cultural experiences. The spiritual aspect is encouraged through the experience and emotion of responding to performing, listening and composing music. The moral aspect is developed when pupils engage in critical discussions of musical performances and dramas/presentations from other students and also visiting professionals. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work. The social aspect runs through the regular collaboration in group tasks where pupils take responsibility for their own (age/stage appropriate) learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity and learning to build upon these collaboratively. Cultural: The resources and musical examples used across both Key Stages encourages a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions.</p>

	<b>Local Context</b>	<b>Adaptations &amp; Prioritisation</b>	<b>Evidencing Teaching and Learning</b>	<b>Assessment and Monitoring</b>
	<p>Pupils are given opportunities to explore, investigate and make links to the wider world. Children are encouraged to discover their locality through different external stimuli (trips, visitors, performances, shows and musical strong links to our locality). We try to ensure that local experts support us in delivering high quality musical experiences and lessons. We aim for a local orchestra to visit the school and talk to our children as well as perform for them. We also aim to perform and sing in our local area for key events during the year.</p>	<p>Within their Music planning, teachers will consider the disrupted schooling in the past two academic years. Key knowledge that has been missed will be addressed and revisited to secure firm foundations before moving onto new learning. The Charanga Music School Programme has a newly revised scheme following on from the Covid pandemic called ADAP+ED for Covid.</p>	<p>All pupils will be encouraged to record their progress in a variety of ways. Because Music has many differing skills and concepts running through it, it is necessary to use a wide range of strategies (as deemed appropriate by their specialist teacher) to record thinking, concepts, knowledge and skills. Knowledge organisers, that correspond to the themes taught within the Charanga Music School Programme, are available.</p>	<p>Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities. Feedback is given on children's learning in line with our marking and feedback policy.</p> <p>Teachers assess Music using Chris Quigley milestones. Charanga assessments are also an extremely useful tool.</p>

## Early Years Curriculum Overview

Expressive Arts and Design  
 ELG: Creating with Materials  
 Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive  
 Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Primary Curriculum Overview

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:  
 1. Listening and Appraising 2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition 3. Performing

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Overview &amp; Planning</b> YEAR <b>R</b>	Mel 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>1</b>	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>2</b>	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>3</b>	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>4</b>	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>5</b>	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>Overview &amp; Planning</b> YEAR <b>6</b>	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music And Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

<b>Impact</b>	Pupil Voice	Knowledge	Skills	Culture Capital & British Values	Assessment and Monitoring
	<p>At Hayton School, we recognise that encouraging pupil voice supports increasing student's engagement in learning; encouraging collaboration between students and their teachers; creating and maintaining a positive environment and culture; building respectful relationships, connections and belonging and developing personal and social capabilities.</p>	<p>Pupils understand where their musical knowledge fits into the outside world and why it is important to learn about the history of music, alongside the skills of listening and appraising and performing. Children can recognise how the many different skills interlink. Pupils are able to express themselves creatively and articulate themselves using acquired vocabulary from the music topics.</p> <p>Because Music is a universal language it has the ability to break down complex issues into things we can all relate to. In this way music expands our horizons and opens our minds to new ideas.</p>	<p>Music promotes a fantastic range of skills which benefit all. Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. Research has shown a direct link between music and improved reading ability in children. Evidence also suggests a link between mathematics and music. A number of studies have demonstrated the positive impact music can have on personal and social development, including increased self-reliance, confidence, self-esteem, sense of achievement and ability to relate to others. (The Importance of Music: A National Plan for Music Education DfE)</p>	<p>All pupils will benefit from a high-quality music education which will engage and inspire them to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to listen to and enjoy a wide and rich range of music.</p> <p>As pupils progress, they will also develop a critical engagement with music, allowing them to compose, and appreciate a wide range of music from their own cultural heritage and from other cultures. Experiencing a range of music develops children's wellbeing and cultural capital and we therefore strive for all children to have access to a range of musical opportunities.</p>	<p>Leaders monitor the effectiveness of teaching frequently through lesson observations, book scrutinies and pupil voice. The Music subject leader has a clear role and overall responsibility for the progress of all children in Music throughout school. Working with SLT, key data is analysed and regular feedback is provided and discussed at pupil progress meetings to inform on progress and future actions.</p>
<p>By the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Music programme of study.</p>					