



Curriculum Statement for Music

<p>Intent</p>	<p>The study of music involves pupils exploring their creativity and self-expression, with links to our school curriculum drivers of unity, communication, aspiration and curiosity. In accordance with the importance we attach to music our school aims to: develop pupil's musical skills and concepts through listening, performing, composing and appraising; develop social skills and self-confidence through co-operation with others in the shared experience of making music; develop an understanding of musical traditions and developments in both our own and other cultures; enrich and support learning in other areas of the curriculum; develop links with our local community through shared musical events; offer opportunities for pupils to learn a musical instrument with a music specialist ; foster a love of music, enabling pupil's intellectual and emotional development. The curriculum is built to support non-specialist teachers in developing their own subject knowledge and delivering excellence in music education.</p>
<p>Implementation</p>	<p>Music is taught from Early Years to Year 6. Music is taught in 6 weeks blocks for the first half of each academic term. The curriculum is designed to be delivered in approximately 45 minute lessons. Across the year, each year group will focus on developing singing, playing a range of untuned and tuned instruments and building their knowledge about music. Pupils will build their knowledge and musical skills year on year, becoming more expert in playing and appraising a wide range of musical styles. Teachers will use Charanga, Sing Up, BBC Ten Pieces and, if appropriate, other good quality material to cover the requirements of the National Curriculum. Children in Years 3 and 4 will take part in the Dorset Music Service musicianship programme learning an instrument over 10 weeks with a specialist teacher. There will also be opportunities to join an after school club, to perform in the local community and to participate in musical events with other schools within DSAT or in the Weymouth area. Also, a peripatetic piano teacher offers individual piano lessons on a Monday and guitar/ukulele teacher offers small group lessons on a Tuesday.</p> <p>Singing is an important part of whole school Worship and there is a whole school singing practice weekly. In music, teachers: provide opportunities for pupils to listen critically to a wide range of live and recorded music; help pupils to develop their understanding of elements of musical structures; provide opportunities for pupils to respond using an informed musical vocabulary; enable pupils to perform music from their own and others' time, place and culture; through stimulating creative activities, help pupils to express their ideas in musical form, communicate by recording on paper, and the use of ICT to capture, change and combine sounds; enable pupils to develop their abilities both to receive and communicate musical information to each other as listeners, performers and composers; help pupils to develop an informed appreciation of the origins of different types of music; use ICT to record, perform, appraise and compose music; provide plenty of opportunities for pupils to work as individuals, in pairs and in groups; encourage discussion so that pupils clarify their thinking; set high expectations and use our performance descriptors at EYFS/Key Stage 1; Lower Key Stage 2 and Upper Key Stage 2 to aid this so that learning objectives and activities are sufficiently challenging; provide pupils with regular feedback about their work and about what they need to do next in order to improve; use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work. In addition, teachers can refer to the Dorset Music Service document 'Progression in Musical Learning' and the DSAT Music Curriculum documents for further guidance.</p>
<p>Impact</p>	<p>Children will enjoy and actively participate in lessons, offering comments, suggestions and questions. They will use musical vocabulary and perform confidently. Children will sing and play with enthusiasm and expression, demonstrating a good sense of pitch, dynamics and rhythm. Outcomes might take the form of a performance, a recording, written music or a graphic score. Their vocabulary knowledge will be improving and they are able to make links within the music curriculum and to other areas. The best form of assessment in music is in-action, while children are working. Opportunities are built in so that pupils are able to explain what they know and what they have learnt through pupil voice monitoring. By the end of year 6, are able to securely meet the aims of the National Curriculum, with children with SEND achieving the best possible outcomes. Some children will further their skills and knowledge with peripatetic instrumental lessons or joining school music clubs. All children will have been part of the rich and inspirational diet of Music teaching and are ready to continue their learning as they progress to secondary school.</p>

