

Middlezoy and Othry Curriculum Statement Music

“Children at the heart. Transforming futures at the core.”

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> · Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. · Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. · Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> · Big picture: Look at and recap previous knowledge/skills that a relevant to the new learning. · Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work. · Consistent opportunities to listen to and appraise a wide variety of musical genres. · Consistent opportunities to perform, using voices and a wide variety of musical instruments. · Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition. · Consistent opportunities for pupils to improvise and compose. Reflecting on and evaluating their work. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> · A developed understanding of the methods and skills of musicians at an age appropriate level · A secure understanding of the key techniques and methods for each key area of the curriculum. · A progression of understanding, with appropriate vocabulary which supports and extends understanding · Confidence in discussing music, their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> · Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. · Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as musicians. · Ensure an appropriate progression of music skills and knowledge is in place over time so that pupils are supported to be the best musicians they can be, and challenge teachers to support struggling musicians and extend more competent ones. · Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> · Provide appropriate quality equipment for each area of the curriculum. · Have developed learning walls which include high quality WAGOLLs, including actual pieces of work and known musicians, and carefully chosen vocabulary, which are regularly updated. · Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. · Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> · Pupils have had opportunities for practice and refinement of skills. · A varied and engaging curriculum which develops a range of musical skills. · Developed and final pieces of work which showcase the skills learned. · Clear progression of skills in line with expectations set out in the progression grids. · That pupils, over time, develop a range of skills and techniques across all of the areas of the music curriculum.