



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

MUSIC CURRICULUM STATEMENT

OUR VISION

We are great musicians when we have the opportunities to:

- Perform using our voices and a range of tuned and untuned instruments on our own or in a group with accuracy and confidence;
- Listen to live music in a range of venues such as a Church, place of worship, theatre, concert hall;
- Show an appreciation for a wide range and styles of music and know its place in history;
- Explore a range of different styles of music together, expressing our emotions and opinions;
- Develop and improve our skills in listening, singing, performing, composing and improvising
- Celebrate talent and our achievements together.

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

Music is an integral part of our school life and we aim to provide a sense of enjoyment and a positive attitude that inspires pupils to develop a love for music. At Great Horwood CE School, music plays an important role in increasing our children's emotional wellbeing and confidence. We aim to develop engaged, motivated and curious learners who can reflect on the musical past and make meaningful links to the present day.

INTENT

Our Intent is to encourage pupils to develop an appreciation and understanding of different historical periods, genres, and styles of music. As 'musicians and composers' pupils will also be able to explain what they like and dislike about different music, recognising that music is personal and everyone has their own valid opinion. Pupils will be taught to make connections between musical historical periods, different styles of music, composers from around the world and knowledge of different instruments, linking this knowledge to other curriculum areas through a themed and topic approach. We aim to develop engaged, motivated and curious learners who can reflect on the musical past and make meaningful links to the present day.

The National Curriculum states that "Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement." Our Music curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum using the 'Model' Music curriculum 2021 document as guidance.



Through our music vision and intent, our music curriculum is designed to give all pupils the opportunity to:

- Listen to; perform; review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers, conductors and musicians, from different backgrounds and cultures;
- Sing and to use their voices, to create and compose music on their own and with others;
- Use a range of tuned and untuned instruments to accompany songs, for improvisation and to compose their own music;
- Learn a tuned musical instrument such as the recorder, xylophone and cornet;
- Use technology appropriately and have the opportunity to combine sounds and compose music electronically;
- Understand and explore how music is created, produced and communicated, through the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Great Horwood CE School all children are offered a broad and balanced cross curricular curriculum that is appropriately challenging and based around our 2 yearly cycle of thematic topics. Our music units are logically sequenced to ensure that all children build on their musical skills and knowledge so links can be made and built upon both within and across year groups. As pupils progress through the school, their growing musical knowledge will deepen their understanding and appreciation of music and they will develop a critical engagement with music, allowing them to listen to the finest examples of music from a wide range of genres and time periods; improvise and compose a range of music and perform confidently to others.

Our Music curriculum is organised into a progression that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Listening; appraising and responding to music; singing; Improvising and composing; musicianship; and instrumental performance (KS2) are all mapped out for each year group to ensure that pupils build on secure prior knowledge.

When covering each of these strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. Music is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects such as Art, PE, and Science are made to strengthen connections and understanding for pupils.

The curriculum is designed to engage and inspire pupils to develop a love of music and their own talent as musicians. The curriculum allows all pupils to acquire a wealth of knowledge and skills as the sequence and selection of topics builds on previous units and feeds forward - towards future learning.

IMPLEMENTATION

The curriculum is led and overseen by the Music lead. A regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the on-going commitment to evolve and improve further.

Early Years Foundation Stage (Nursery and Reception)



In EYFS, Music is taught as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Music makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as Singing action songs in a group; learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah and Christmas; and moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.

Key Stage 1 and Key Stage 2:

- A thematic cross-curricular approach that has been implemented to ensure coverage and progression in all skills relating to Music;
- We use Kapow music scheme as a foundation for learning that is built around the Great Horwood School 2 yearly curriculum. It provides a broad musical curriculum with sequenced learning across each year group, as well as the development of musicianship skills used regularly;
- The interrelated dimensions of music are taught simultaneously (pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure), and these build on knowledge and skills taught previously;
- Lessons will develop long term memory by allowing for repetition of learning within the year and year on year;
- There is an opportunity for all pupils in Key Stage 2 to learn to play a tuned instrument beginning with the recorder and xylophone and progressing to the cornet. During these instrumental lessons there is the opportunity to revisit musicianship skills that need further consolidation and to use new knowledge to enforce prior skills;
- Children have the opportunity to learn the piano and guitar through peripatetic teaching and pupils are encouraged using their skills in music lessons and in the wider life of the school i.e. concerts and worship;
- Opportunities are given for pupils to listen to, and use a range of tuned and untuned instruments from a broad range of countries and cultures;
- Children have the opportunity to perform in assemblies, school events, local concerts and festivals;
- The use of knowledge organisers are to aid teachers in planning their knowledge and skills and pupils in understanding the expectations by the end of the unit of work;
- A sequenced progression of key music vocabulary is taught in every year group that builds on previous vocabulary taught;
- We use a wide range of music in worship and services; building on opportunities to appreciate and experience a range of music from different cultures, traditions and historical periods.
- SMSC and British Values are threaded through the Music curriculum to link Music to school worship, core Christian values, and the children's lives enabling them to explore their heritage and cultural capital.
- The Music Subject Leader supports teachers through side by side teaching to develop teacher subject knowledge and skills
- School trips and visitors broaden children's experiences and develop their cultural capital
- Assessment is used termly using BromCom and teacher planning as a tool for recording pupils attainment and progress.



Cross-curricular links

Where possible, children are encouraged to make links and connections to other curriculum areas within the thematic approach to teaching and learning.

- In literacy, Oracy and language skills are developed through our response to music with a focus on musical language;
- Music is used to develop reading/inference skills and to inspire writing across the curriculum;
- Productions help to develop reading, performing and drama skills;
- Speaking and listening skills are developed through learning song and rhyme lyrics, actions and using the voice expressively;
- In RE and worship, music is appropriately selected for learning about different religions, cultures, festivals and celebrations i.e. Chinese New Year, Diwali, Christmas;
- In History, links are made to different periods in time, pupils learn about the lives and experiences of great composers and musicians;
- In PE, music helps to support movement and dance with miming of actions, travelling body parts, dance compositions and gym routines.
- In Science, pupils learn about how sounds are produced, learning about pitch and vibration. Links are made through music to topics such as Earth and Space, and Forces;
- Listening to music inspires creativity in Art, supporting children to develop their imagination skills and express their emotions and opinions through different media and materials;
- In Maths, links can be made to counting, sequences, patterns and fractions;
- In Geography, topic related links are made through the Seasons, weather, the environment and different places/locations around the world.

IMPACT

Progression in Music is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7 year olds being the expectation for the majority of children at the end of key stage 1 and age related expectations being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the national curriculum outcomes for 7 year olds and will be able to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- Play tuned and untuned instruments musically;
- Listen with concentration and understanding to a range of high-quality live and recorded music;
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of year 6, most children will attain the age related expectations for 11 year olds and will be able to:

- Sing and play musically with increasing confidence and control;
- Develop an understanding of musical composition, and be able to organise and manipulate ideas within musical structures, reproducing sounds from aural memory;
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- Improvise and compose music for a range of purposes using the inter-related dimensions of music;
- Listen with attention to detail and recall sounds with increasing aural memory;
- Use and understand staff and other musical notations;



- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- Develop an understanding of the history of music.

Over their time at Great Horwood School pupils will have developed their knowledge, skills and understanding of the inter-related dimensions of music. They will have developed their composition and listening appraising skills. Pupils will have been equipped with musical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for future life in the wider world.

Bromcom is used to record the progress that pupils are making in terms of knowing more, remembering more and being able to do more at the end of each term. This will record whether the children are working towards the age related expectation, at the age related expectation, or exceeding the age related expectation.

These judgements will be made using first-hand evidence of how pupils are progressing, drawing together evidence from work scrutiny of pupil and class music books, observations of performances, along with discussions with pupils about what they have remembered about the content they have studied. These judgements will inform the curriculum and whether children are ready for the next stage of their education.

Our children leave Great Horwood with an appreciation of the joy of music and the skills to listen to, compose, perform and appraise musical pieces.

VALUES AND ATTITUDES

Children have opportunities in music to:

- Consider their own attitudes and values in relation to different genres and styles of music and learn to challenge assumptions, stereotypes and prejudice in written, visual and other forms;
- Develop respect for their own and others' ideas and learn how to offer and receive constructive feedback and praise;
- Work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- Develop a respect for the instruments, materials and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- Value the musical 'landscape', including the distinctiveness of their locality, and learn to evaluate critically the role and impact of music within it;
- Appreciate similarity and difference in the world around them and to respect other people's beliefs, attitudes and values;
- Develop interest and enjoyment of musical experiences and build confidence and understanding;

Inclusivity, Equality and Special Educational Needs

Great Horwood CE School is committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching music staff will make reasonable adjustments to promote equality of opportunity for all pupils based on them as individuals.

Lesson plans outline how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantaged backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Learning builds upon small



components and reinforces pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Specific support could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. keyboards or percussion instruments which are easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
- Sensory breaks and use of headphones or ear defenders
- Adult support to enable pupils to access musical opportunities such as young voices or visiting musicians
- Exposing pupils to musical opportunities in short bursts so that confidence is built and they feel safe to join in i.e. Singing, concerts, visiting performances
- Developing cultural capital by exposing pupils to a range of music and musicians from different cultures and backgrounds
- Using a range of instruments to develop fine motor skills
- See also 'SEN Policy'.

Spiritual Moral Social and Cultural Education (SMSC)

Spiritual Development in Music

Spiritual education encourages deep thinking; and questioning the way in which music has the power to influence and change behaviours, emotions, opinions and actions. Music lessons provide pupils with the opportunities to be creative and express their feelings and responses to a range of stimuli. Pupils are encouraged to share their responses, and to develop their spiritual awareness of music; whether it is through the enjoyment of listening to, or making music alone or with others. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

Children will have the opportunity to:

- Develop a sense of enjoyment of and reflect on a variety of music;
- Understand how music can raise emotions and explore the range of feelings it can invoke;
- Use their imagination in group work, composing and listening;
- Explore collective thinking and other opinions in group music making and listening;
- Seek to understand how music reflects beliefs, explore their own beliefs and the beliefs of others;
- Seek to understand how music can promote self-identity;
- Reflect on their work and the work of others through peer and self-evaluation;
- Experiment with, and trust their own ideas, developing confidence and individuality
- Experiencing a sense of wonder through visits and visitors;
- Build an awareness that helps children understand how music can develop their own spirituality.

Moral Development in Music

Moral education involves pupils being encouraged to comment on moral questions and dilemmas. It gives children the opportunities for pupils to engage in critical discussion of musical performances from other



students and we encourage pupils to reflect on any specific or cultural preferences. Where children present/perform their own work we ensure that assessment and evaluation is fair and objective.

Children will have the opportunity to:

- Develop respect for others
- Explore role models in music and discuss the influence (both good and bad) famous people can have;
- Understand that some music can be inappropriate in different circumstances;
- Express their own responses and opinions of the work of others with a justification for their view;
- Learning to see things from other people's perspectives i.e. peoples experiences of music will be very different

Social development in Music

Social development in music encourages pupils to think about what past societies/communities have contributed to our musical culture today. Skills to enhance their independence, time management and resilience are encouraged. A sense of unity is built through working together on group tasks and pupils are encouraged use their individual abilities and strengths and then work to collaboratively to build on these.

Where children are required to express their feelings they are encouraged to do this sensitively with an awareness of the needs of others. Pupils also listen to and consider music that develops their understanding of the fundamental British Values.

Children will have the opportunity to:

- Work independently and collaboratively to develop musical projects, making the most of different strengths and interests within the group;
- Celebrate musical successes both in and out of school;
- Develop a sense of pride in performing as part of the school community, independently or as part of a group;
- Participate in community events and visits; developing links with the Great Horwood Silver band;
- Express themselves clearly and to develop communication skills;
- Learn about social issues in past societies and how this influenced the music of its time;

Cultural development in Music

Cultural education encourages children to understand that music is a universal way in which to communicate feelings, emotions and express responses, with a multitude of cultural inputs through the ages. This involves pupils developing an appreciation of music drawn from a wide variety of genres, forms and purposes to enrich their cultural experiences.

Children will have the opportunity to:

- Listen to, and learn to play music from other cultures, beliefs and religions developing a greater understanding of our multicultural society;
- Explore aspects of their own culture and begin to recognise, and appreciate, differences in music, from different cultures, beliefs, religions and countries;
- Begin to make connections between different cultures and develop respect for musical diversity;
- Gain an understanding of British Musical Heritage;



- Make links between local, British, European and world Music; learning tolerance and understanding of their diversity;
- Develop a greater understanding of the wide range of cultural influences that have shaped their own heritage and those of others;
- Recognise and respect the range of different cultures within school and further afield;
- Develops on understanding of how music is used within different cultures for worship, celebrations, entertainment and personal enjoyment.

