

**Curriculum drivers:** The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect.

## Curriculum statement for Music

<p><b>Intent Purpose</b></p>	<p>Music is a universal language that embodies one of the highest forms of creativity. The intent is that 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p>
<p><b>Intent Aims</b></p>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>
<p><b>Implementation What planning looks like</b></p>	<p>Music is planned in conjunction with the Music Subject Leader and external music tutors.</p> <p>For EYFS and KS1 we use the 'Kodaly/Dalcroze eurythmics' approach and ensure that the lessons are planned with reference to the expectations set in the "Expressive Arts" area of learning (including other aspects in areas of learning) and in the National Curriculum.</p> <p>In KS2 we also make use of 'Charanga' as a scheme. Lessons are planned, when possible, to link with the Theme Learning topics in class. This enhances the children's overall understanding of the theme and makes their musical learning more meaningful.</p> <p>Lessons are planned to cover and exceed the expectations set out in the National Curriculum Programmes of Study. Assessment is used to inform planning. This ensures that the subject is planned and taught at the correct pace and level to ensure progression.</p> <p>Additionally, each assembly contains some music appreciation where the children are introduced to a new composer and their music weekly, therefore developing their understanding of the history of music as well as enjoying and listening to great compositions. Teachers make use of the composer of the week within mindfulness lessons and in class where appropriate. There is also a monthly singing assembly, where the children will learn new songs and use their voices expressively and creatively.</p> <p><b>SEND</b>        At Heatherlands Primary School we teach music to all children whatever</p>

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	<p>their ability. Music forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEP's).</p> <p>Teachers take account of the three principles of inclusion that are set out in the National Curriculum:</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges.</li> <li>• Responding to the diverse learning needs of pupils.</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils.</li> </ul> <p>Staff at Heatherlands use a 'ways in for SEND' document written for all curriculum areas. This offers suggestions and activities to support the needs of all children in accessing the broad and balanced curriculum.</p>
<p><b>Implementation</b>  <b>What teaching looks like</b></p>	<p>Lessons are taught by Level 4 HLTAs, the school Music Subject Leader and Specialist Music teachers and exceed the coverage expected by the National Curriculum Programmes of Study.</p> <p>All children receive a 40 minute session once a week as PPA coverage and additional time is given to music during arts weeks, composing for literacy and storytelling and within classroom routines and concerts, assemblies and performances.</p>
<p><b>Impact</b>  <b>What learning looks like</b></p>	<p><b>All children should learn to:-</b></p> <p><b>Key stage 1</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>

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	<p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>
<p><b>Impact</b>  <b>What assessment looks like</b></p>	<p>Assessment is an ongoing process which should demonstrate the impact on children's learning and inform teacher's planning. Assessment notes will be made, when necessary, in feedforward books and teachers will give oral feedback as per the teaching &amp; learning and feedforward policies.</p> <p>Ongoing formative assessment will include observations, collecting evidence e.g., photographs or videos, watching the children work and collaborate, talking to them about what they are doing, questioning, completing retrieval tasks and quizzes or listening to them describe and discuss their work. These forms of evidence and task can generate useful assessment information and enable the teacher to identify any misconceptions or areas that require additional input or scaffold. It is vital that teachers acquire knowledge of their pupil's needs, their rate of progress and standard of attainment.</p> <p>In Key stage 1 and 2, the impact of music is assessed throughout the academic year. Academic reports for core and foundation subjects will be sent home to the parents in the Spring term. Children will be assessed as 'B' (below) 'W' (working towards the expected standards), 'N' (age related expectation) meeting expected standards or 'A' (greater depth standard) exceeding expected standards.</p> <p>Children who are achieving above the national level for their age may be identified as more able and put onto the school's more able register where the children can be directed towards local clubs to continue and further their skill.</p> <p>In Early Years Foundation Stage (EYFS) observational assessments are completed at the end of the reception year. Music comes under the 'Expressive arts' area of learning with focus on singing and exploring musical instruments. Children are assessed against the early years foundation stage profile.</p> <p><b>Review</b></p> <p>The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, music leader and all teaching staff, to ensure appropriate coverage of the knowledge within the curriculum and that the teaching of key skills are being implemented.</p>