



## **MUSIC**

### **1. Curriculum Intent**

Our curriculum is underpinned by the National Curriculum and Sparkyard, which provide a rich and engaging framework designed to foster a lifelong love of learning. Our curriculum is tailored to meet the unique needs of each child in our local community. Recognising the backgrounds, strengths, and challenges specific to children from our area, we aim to inspire and motivate children through our learning values of Recalling Learning, Making Links, Staying Focused, Asking Questions, Persevering and Using Vocabulary and our Core Values of Excellence, Friendship and Respect.

Through our Curriculum, we aim to:

- Inspire curiosity by connecting learning to real-world experiences and local contexts that are meaningful to the children in our area.
- Cultivate critical thinking, creativity, and problem-solving skills through thematic and cross-curricular projects that adapt to different learning styles and reflect the diverse backgrounds of our community.
- Foster values such as empathy, respect, and perseverance, creating a safe and supportive space where every child feels valued.
- Build an inclusive classroom culture that celebrates diversity, embracing each child's unique strengths, cultural backgrounds, and perspectives.
- By adapting the curriculum to reflect the realities and resources of our local community, we seek to engage children academically, socially, emotionally, and creatively.

Our goal is to equip all students with the knowledge, skills, and confidence to thrive as responsible, compassionate members of their communities, prepared to face the challenges and opportunities that lie ahead.

Subject Leaders have worked hard to ensure learning is based in meaningful contexts, that build upon each other as children progress through school.

The most important element of our school is that pupils are challenged, supported, prepared and happy learners.

Our curriculum Champions have been created to inspire and motivate the children to find out more and be interested in Music. The champion for Music is Acoustic Andrzej and he is seen around school on displays and in curriculum assemblies.



## **2. Intent**

Music teaching at Cawston Grange Primary School aims to follow the requirements of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. It is our intent to inspire our pupils and immerse them in rich musical experiences which allow them to appreciate and enjoy music in all its forms. Studying the compositions of various artists and musicians from around the world will help to influence their understanding of music and inspire their own creativity when performing. Through opportunities to listen and appraise music across a wide range of historical periods, genres and styles, they will develop the skills and vocabulary to reflect and express their musical opinions whilst learning to be respectful of others. As well as respect, diversity and inclusion play a key part in our schools values and our approach to teaching Music aims to ensure every child benefits from the appropriate level of challenge whilst instilling within them the self-confidence to become a musician in their own right.

## **3. Implementation**

**3.1 Foundation Stage:** Music is taught through the *EYFS Statutory Framework* and guidance suggested in *Development Matters in the Early Years Foundation Stage*, which prepares them to meet the end of year Early Learning Goals. Within Expressive Art and Design, children will develop skills in 'hearing and listening', 'vocalising and singing', 'moving and dancing' and 'exploring and playing'. They will have opportunities to listen and respond to music, learn to copy and create rhythms, explore the sounds of different instruments and how they can be changed as well as build up a repertoire of songs through both adult directed and child-led opportunities.

**3.2 Key Stage 1 and 2** The school uses the National Curriculum for music and Charanga as the basis of its curriculum planning. The learning within the scheme is based on: Listening and Appraising, Musical Activities – creating and exploring; and Singing and Performing and allows for clear progression throughout the year groups. There are also further enrichment opportunities for a number of KS2 children to learn guitar, keyboard, violin, flute and drums via peripatetic teachers.

## **4. The contribution of music to teaching in other curriculum areas.**

**4.1 English** – Music contributes to the teaching of English because of the emotions it produces in the listener. Children are encouraged to explore how a particular piece of music makes them feel and develop the oral skills in order to convey this to others. They are also taught specific musical terms, such as ostinato.

**4.2 Mathematics** – Music and mathematics have long been linked. In the Primary national curriculum, this mostly manifests itself in the ability to keep time and count the number of beats in a bar. Children are also required to form rhythms which are made up of shorter and longer notes which still add up to a specific number of beats.

**4.3 Personal, social and health education (PSHE) and citizenship (Life Learning)** – Music makes a significant contribution to the teaching of personal, social and health education, through the concept of tolerance. Being of a subjective nature, the subject matter lends itself to the expressing of preferences and opinions and justifying these, along with the acceptance that someone else might hold a differing opinion.

**4.4** Spiritual, moral, social and cultural development – Music has been called the universal language and certainly music can be found in all cultures and all areas of the world. Children are required to study the music from these different cultures and its significance and will have opportunities to learn about influential artists throughout the ages. All children attend a singing practice once a week where they learn to sing songs together on a variety of themes. Every child in the school also learns the BSL (British Sign Language) actions to the school song.

#### **4.5 British Values**

The teaching of Music at our school actively promotes British values by encouraging creativity, collaboration, respect, and appreciation of diversity. Through the National Curriculum and the Charanga programme, pupils develop musical skills alongside important social values, learning to work both independently and as part of ensembles and choirs. Music lessons foster responsibility, mutual respect, and an understanding of the importance of listening to and valuing the contributions of others. Pupils are given opportunities to express themselves through composition, singing, and performance, promoting individual liberty, democracy, and tolerance. By exploring music from different cultures, genres, and traditions, children develop a deeper understanding of diversity and their role within a vibrant, inclusive society.

#### **4.6 Enrichment opportunities**

These opportunities are carefully mapped out so that children regularly experience trips or visits linked to Music Curriculum. These experiences allow children to delve deeper into a topic area, therefore broadening their knowledge and understanding. (See Trips and visitors Enrichment Plan)

### **5. Impact**

#### **Assessment/ Recording/ Reporting**

**5.1** We assess children's work in music by making informal judgements as we observe and discuss musical concepts with them during lessons. We also conduct a number of Pupil Voice discussions during the year to ascertain how effectively children are learning.

**5.2** Teachers make a summative assessment of the children's attainment in music at the end of the school year and record on the School's tracking system.

**5.3** The children's annual school report indicates the attainment that children have made each year in terms of knowledge and practical application.