



## **The intent, implementation and impact statement for the delivery of the Music curriculum** **Our Vision for Emmanuel**



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

### **Emmanuel's curriculum intent for Music**

Our intent aims to ensure that all pupils:

1. 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
2. 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
3. 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.

This reflects the disciplinary knowledge set out in the national curriculum (2013) for music.

For our intent to be reached all pupils will be able to:

1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2. improvise and compose music for a range of purposes using the inter-related dimensions of music
3. listen with attention to detail and recall sounds with increasing aural memory
4. use and understand staff and other musical notations
5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
6. develop an understanding of the history of music.

This reflects the substantive knowledge set out in the national curriculum (2013) for music.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their music education.

### **The implementation of our Music Curriculum**

## Our Curriculum

Our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). Our music progression documents set out the sequence of learning.

The curriculum has been designed with the concept of memory in mind. Our curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice (both daily and spaced) being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups.

We use the 'Charanga' scheme to support us to deliver our music curriculum. Through Charanga, Emmanuel implements an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition
3. Performing

Substantive and disciplinary knowledge and vocabulary are introduced progressively and revisited regularly to help children know and remember more. The progression documents ensure the curriculum is fully covered and that children are appropriately challenged from year group to year group and purposeful links are made between areas of study to allow children to revisit and embed concepts.

## Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

<b>Music Provision</b>	
<b><u>Individual lessons</u></b>	<p>Our music lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a different context.</p> <p>All lessons are based around a song and the following activities are used to embed the intended learning:</p> <ol style="list-style-type: none"><li>a. games embed the Interrelated Dimensions of Music through repetition</li><li>b. singing is at the heart of all the musical learning</li><li>c. playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children</li><li>d. improvising with the song using voices and instruments occurs in some Units of Work e. Composing with the song using instruments occurs in some Units of Work 3.</li></ol>

	e. perform/share what has taken place during the lesson and work towards performing to an audience.
<b><u>Inclusive music provision</u></b>	We have an ambitious music curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the substantive and disciplinary knowledge stated in the music progression document and due to the spiralled nature of the curriculum where component parts are revisited, all new knowledge builds on prior knowledge in a coherent fashion allowing all children to access the curriculum.

## **Assessment**

The accurate assessment of children's musical knowledge is critical to ensure all children have the required background knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each concept.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the intended outcomes.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points. Teachers also carry out end of unit assessments to identify any gaps in the children's understanding. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.

## **Desired Impact of our Music curriculum**

The desired impact of our music curriculum is that all pupils acquire the substantive and disciplinary knowledge set out in our music progression documents so children's learning is built on sequentially and coherently across the year groups. Through this careful scaffolding of learning, the children's knowledge will be built on to ensure they attain the end of Key Stage 2 composites set out in the national curriculum.