Music Curriculum Rationale 2022-23

Our Music curriculum aims to develop performing, listening, evaluation, analytical and creative thinking skills. It will help our pupils become a citizen of the world (locally through performances in the community; nationally in their participation of the Peace Proms; and to aspire to international through possible career choices).

Curriculum Intent

Our Music curriculum will improve collaborative working and communication as well as teaching our pupils to work as an individual. Through their lessons our pupils will develop their creativity and embed the following skills: controlling sounds through singing and playing (performing skills): using voices expressively; playing tuned and untuned instruments; rehearsing and performing with others. Pupils will create and developing musical ideas (composing skills): recognise then create musical patterns; explore, choose and organise sounds and musical ideas. Pupils learn responding and reviewing appraising skills: exploring and expressing ideas and feelings using musical language; make improvements to own work. Our pupils learn how to apply knowledge and understanding: listen to music with increasing concentration and recall sounds with increasing aural memory; know how the musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised expressively with simple structures.

Curriculum Implementation

The music curriculum is reviewed in the Summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject. We introduce our pupils to musical concepts and musicality in the Early Years most noticeably through the following areas of learning: Communication and Language; Physical Development; and Expressive Arts and Design.

The curriculum is sequenced so that pupils build on previous knowledge and learn that music and musicality can take many forms of expression using a wide variety of instruments, voices, rhythmic patterns and sounds. They begin with activities that are within their grasp and go on to develop listening, evaluation, analytical, creative and performance skills. The sequence not only introduces and develops musical skills but also develops the pupils’ subject knowledge and cultural capital by the research undertaken at the beginning of each topic on composers and musicians (both historical and contemporary). When pupils reach Year 5, they begin tuition in learning to play a tuned instrument. Teachers ensure progression through repetition of key skills, knowledge, vocabulary and continuous revisiting of concepts and knowledge to embed key learning and subject knowledge. Pupils are also encouraged to see Music as a way of expressing emotions and ideas by researching the lives, motives and experiences of famous musicians. Teachers ensure progression and repetition of key skills to embed key learning and subject knowledge.

The specific skills that our music curriculum is aimed at encouraging, and that progress is measured against, are:

* Using voices expressively.
* Playing tuned and untuned instruments with increasing control and rhythmic accuracy.
* Practising, rehearsing and presenting performances with an awareness of audience.
* Improvising, developing rhythmic and melodic material when performing.
* Exploring, choosing, combining and organising musical ideas with musical structures.
* Analysing and comparing sounds, exploring and explaining ideas and feelings about music using movement, dance and expressive and musical language.
* Making improvements to own work.
* Listening with attention to detail and internalising and recalling sounds.
* Knowing how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.
* Knowing that music is produced in different ways and described through relevant invented and established notations.
* Understanding how time and place can influence the way music is created, performed and heard**.**

Curriculum Impact

Formative Assessment is carried out by a combination of “walking the class” during lessons to address misconceptions early, end of topic quizzes, knowledge organisers, (age appropriate) extended writing or any other way of capturing what a child has learnt and can remember from their curriculum. Assessment is undertaken to ascertain subject knowledge, skills, understanding of musical concepts and recall of information to measure whether a pupils is ready to progress, needs support to progress or to identify barriers that are preventing students from making progress. Assessment doesn’t just test a pupil’s substantive knowledge, but gauges their disciplinary knowledge.

We want our pupils to set themselves very high aspirations and constantly remind them of the further education and career prospects that are open to them if they succeed in this subject. Music graduates have a wide range of [career options](http://www.successatschool.org/) available to them both inside and outside the music industry, including working as a:

* performer;
* teacher;
* administrator;
* songwriter;
* conductor;
* composer;
* recording engineer;
* manager;
* promoter;
* and music publisher.

There are also jobs in music business related areas, such as:

* a [career in digital marketing](https://successatschool.org/careerzonesummary/5/Advertising-Marketing-Public-Relations);
* social media;
* PR;
* technology;
* label services;
* ticketing and merchandising.

It is also common to find music graduates in consultancy, finance, banking, music therapy and legal jobs.