



Music Curriculum

Curriculum Intent

At Farnsfield St Michael's, Music is taught through a topic-based approach and features most highly in our Create term (our Arts based term).

From the Early Years, children are taught the importance of connection with others, which is hugely important to our curriculum's root in love and links to the Christian faith – Music can create this connection.

As children move through school, they are given and create experiences which leave lasting memories – from composing to performing, these experiences open opportunities and support our children to become well-rounded individuals. In addition to the opportunities Music can create, Music can help develop skills and knowledge which will support learning across the national curriculum subject; leading to children being able to 'love to learn, learn to love.' We aim to ignite a passion for learning in all subjects, but for children with a passion for Music, there are further opportunities to take up an instrument and even aspire to future career paths.

We enhance our classroom-based learning through visits, workshops and residential experiences.

Curriculum Implementation

	EYFS	Year 1 - 6
<p>Pedagogical Approach and Strategies</p>	<p>Teaching and learning should reflect whole school pedagogy, as well as effective EYFS practice (including continuous and enhanced provision).</p> <p>Different strands</p> <ul style="list-style-type: none"> -Listening and Appraising -Composition -Performance and Singing -Notation <p>Learning in parallel F2 classes should mirror each other – linked to the block of learning.</p>	<p>Following the 'Create' aspect of the whole school curriculum.</p> <p>Teaching and learning in Music should follow the whole school model of best practice and include:</p> <ul style="list-style-type: none"> New learning broken down into small steps, using effective explanation, modelling and guided practice; Models, including worked examples and 'thinking aloud'; Scaffolds for difficult tasks; Effective questioning that allows time for thinking and improving upon given responses – use 'hands down' approach to ensure participation by all; Informal and formal assessment opportunities, regularly check for understanding – 'What have you understood?'; Guided practice before independent practice; Allow children to obtain a high success rate (appropriate level of challenge); Regular review of previous learning. <p>Learning in parallel classes should mirror each other – linked to the block of learning. However, individual classes could have individual lessons designed for them if formative assessment identifies the need e.g. additional lesson on a learning objective if you feel as though it has not been met by majority of children.</p> <p>Follows the statements on the Music progression document.</p> <p>Music will follow four different strands.</p> <ul style="list-style-type: none"> -Listening and Appraising -Composition

		<p>-Performance and Singing -Notation</p> <p>Evidence of depth and challenge in Music, linked to the big question.</p> <p>PurpleMash and outdoor learning should be used when it will enhance the teaching and learning in Music.</p>
<p>Timetabling</p>	<p>Focus in the Create Term, but continually provided for through UTW and other provision.</p> <p>Music activities to be planned for and carried out in the outside learning environment as much as possible.</p> <p>Children to be given opportunity to talk about what they notice (using accurate vocabulary) and make connections in the continuous provision.</p> <p>Provision to be focused on the current Music topic.</p>	<p>Music lessons primarily taught during the 'Create' section of the curriculum. This will be in the Create Term. In order to cover the whole curriculum, it may be necessary to deliver some aspects of Music in the 'Discover' and 'Explore' terms.</p> <p>Teacher judgement will be required to determine how much Music should be taught per week. The progression document knowledge and skills need to be taught in depth. Some aspects may be able to be taught in one session, some may need an afternoon or more than one session in a week.</p> <p>What If lessons should be two whole afternoons per week or the equivalent.</p>
<p>Music across and outside of the curriculum</p>	<p>Music is included in our daily Worship – we have a weekly piece of music to enter the school hall to and we sing a hymn or worship song to leave. We also encourage children to play their instrument to the whole school during our Rainbow Worship.</p> <p>Choir is held weekly for KS2 children.</p> <p>Whole school Hymn Practice/Singing Practice is held every other week for 20 minutes.</p> <p>Children encouraged to learn to play a musical instrument (through Inspire or DCP Drums).</p>	

	<p>Choir take part in a range of events throughout the school year (including services with St Michael’s Church during the Christmas and Easter periods).</p> <p>Once per year, we hold a Music Evening to showcase the instrumentalists and school choir to the parents/carers.</p>	
<p>Vocabulary</p>	<p>Every class will have a list of appropriate vocabulary for Music. Choose appropriate vocabulary to display on topic display as taught. Ensure this is referred to throughout lessons.</p> <p>Accurate vocabulary to be used in class discussions/lessons and in books.</p> <p>Staff must expect children to use the correct vocabulary in verbal and written responses.</p> <p>Children encouraged to use accurate vocabulary through feedback responses.</p>	
<p>Expectations for recording children’s work</p>	<p>Tapestry observations of outside environment learning and Music in the continuous provision.</p> <p>Photographs in books/floor books.</p>	<p>WALT to be written underneath the full date and underlined with a ruler</p> <p>Written work recorded in What If books.</p> <p>Work can be evidenced using What If display and in floor books.</p> <p>Practical lessons can be evidenced with photos in floor books – children can also annotate or label.</p> <p>Recordings (video and audio) to be collected on the school’s SharePoint (in the Music > Evidence of Learning folder)</p> <p>Aim to limit number of worksheets – variety of lesson types.</p> <p>High levels of presentation with all work – Beautiful Books. High expectations for spelling and punctuation</p>
<p>Expectations for marking</p>	<p>Children get constant, immediate feedback verbally in line with marking and feedback policy.</p>	<p>Teachers to at least acknowledge work with tick.</p> <p>Comments written when appropriate to develop understanding and knowledge i.e encouraging the correct vocabulary. Comments should also promote depth and challenge.</p> <p>Teachers to mark in green pen.</p> <p>If written feedback given that requires response, then time must given in the next lesson for children to respond.</p>

		<p>Preferable, feedback to be immediate and acted upon with the lesson.</p> <p>Teachers should mark according to the Feedback and Marking Policy.</p>
<p>Curriculum adaptations (including children with SEND)</p>	<p>All children, regardless of need, should have relevant adaptations made to ensure that they can access learning in Music. These adaptations may include:</p> <ul style="list-style-type: none"> • the use of picture cues/symbols as necessary, • having targeted group/collaboration/paired work where appropriate, • additional levels of scaffolding/modelling, • different/adapted equipment where required, • level of challenge appropriate to child's age and developmental stage, • adult support if required. 	
<p>Expectations for absent children</p>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>	<p>Teachers to ensure children given recap of lessons missed/previous learning.</p>
<p>Environment</p>	<p>Quality resources for independent access</p> <p>Interactive activities</p> <p>Outside environment with resources and equipment</p> <p>Topic display</p> <p>Key vocabulary on display and on learning intention cards in continuous provision.</p> <p>Resources should be of good quality and there should be enough to support all pupils that may need to access them.</p> <p>Visible display in classroom with current topics</p> <p>Vocabulary on display</p> <p>Examples of children's work</p> <p>Books in book corner that are related to the topic.</p> <p>Music display in LKS2 communal area with work from every year group.</p> <p>Providing the necessary space for individual peripatetic teaching of musical instruments and choir.</p> <p>Ensure the Hall's sound and technology equipment is checked and updated regularly.</p>	

EAL provision	<p>Slides for Music lessons are translated into the child's first language and printed off. Any worksheets are also translated and printed off.</p> <p>Use an iPad to ask questions and for the teacher to answer. An iPad is also used to record activities then translated into English to be copied into book.</p>
Homework	<p>Homework is not regularly set for Music.</p> <p>Homework/research task may be given in preparation for new topic.</p> <p>Homework may be sent out during topic if extra research is required.</p>