



Chilthorne Domer Church School Curriculum Statement

Music



‘Together we love, we aim high and we celebrate!’

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Big picture: Look at and recap previous knowledge/skills that are relevant to the new learning. • Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work. • Consistent opportunities to listen to and appraise a wide variety of musical genres. • Consistent opportunities to perform, using voices and a wide variety of musical instruments. • Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition. • Consistent opportunities for pupils to improvise and compose. Reflecting on and evaluating their work. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of musicians at an age appropriate level • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing music, their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of musical skills.

<ul style="list-style-type: none"> • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as musicians. • Ensure an appropriate progression of music skills and knowledge is in place over time so that pupils are supported to be the best musicians they can be, and challenge teachers to support struggling musicians and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify musicians who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current music research and subject development through an appropriate subject body or professional group. 	<ul style="list-style-type: none"> • Have developed learning walls which include high quality examples, including actual pieces of work and known musicians, and carefully chosen vocabulary, which are regularly updated. 	<ul style="list-style-type: none"> • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the music curriculum.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. <p>We will measure progress by:</p> <ul style="list-style-type: none"> • Identifying what children can do at the beginning of each unit through key questions and then revisiting these at the end of each unit. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a musician - they know how to be successful. • Safe and happy in music lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses musical skills and knowledge • Develop musical skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays where appropriate. • Collate appropriate evidence over time which indicates that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.