



Coleman Primary School

Music Curriculum Statement

Intent

At Coleman Primary School we believe that music is a powerful medium which is accessible for children of all abilities and backgrounds. It is proven that music has numerous benefits for supporting children's emotional health and well-being and our regular assemblies provide an opportunity for children to sing with their peers. Music has the power to foster connections within the brain which will improve memory and coordination. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. We aim to give children the confidence to continue to play and enjoy music into their adult lives. There is no need for specialist skills nor background knowledge to listen to and appreciate music. We aim to enable children to enrich their experience of all types of music.

Children are given opportunities throughout the school to study music through playing, singing, creating and performing. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success. Within music lessons, children are given regular opportunities to be successful, stimulating a sense of achievement within our learners.

Children learn to sing a wide range of genres of song in our weekly Sing-Up assemblies and termly performances. These regular singing assemblies encourage a sense of whole school community and promote a sense of belonging for the children. All children from years 1 to 6 are invited to join our school choirs.

We believe music is an important part of our children's cultural capital. By listening to and analysing music from different countries and eras, children are encouraged to explore other cultures and gain a greater understanding of the wider world.

Implementation

To implement and maintain high standards in our music curriculum, we ensure that there is a detailed approach to planning that enables good progression throughout the school, with lessons within units that are carefully sequenced. Teachers across all year groups plan engaging music lessons weekly that reference the national curriculum, our own progression documents and Leicestershire schools' scheme of work.

Teachers work together to plan and deliver a curriculum that enables children to:

- Develop an ability to listen to, appreciate and understand a wide variety of music, including different styles, periods and cultures
- Have opportunities to explore and express ideas and feelings about music, in a variety of ways, for example through art.
- Explore a range of musical elements, for example: pitch, tempo and dynamics.
- Develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience.
- Enable all children to have access to music and to develop an enjoyment of music which will always be part of their lives.
- Encourage active involvement in creating and developing musical ideas using voices and instruments – both tuned and un-tuned.

During music lessons, we teach subject specific vocabulary which we encourage children to learn and use through regular revisiting. We encourage children to learn by watching live or video performances of a range of different musical genres. This supports children to make connections to different forms of music.

Impact

By using and adapting resources from the LMS we ensure that our pupils experience and have access to a wide range of musical genres; are taught appropriate music skills and are given opportunities to develop musically in all lessons, which stretch and challenge.

We assess this by ongoing teacher observations/learning walks, peer and self-evaluation and through discussing the learning with the children, including scrutinising their work (using performance recordings in the assessment folder). This is used to assess children against the progression map for music in line with national curriculum expectations.

At Coleman we have an assessment cycle. This starts with a knowledge harvest to find out what the children already know about the topic and what they want to find out. In every lesson, children identify the target memory that they have learnt that session. Halfway through the unit, the children in KS1 and 2 complete a midpoint assessment to ensure that they have retained the key information taught. At the end of the unit, a further assessment is made (knowledge summary). Finally, a summative assessment is made 3 weeks after the unit was taught to ensure the target memories are embedded.