



We care, we share, we dare to dream



# Curriculum Statement for Music

## Ticket to Anywhere

Happy, caring school

First rate education

Nurture curiosity and creativity

Inspire and engage

Welcoming, safe environment

Thursfield Primary  
Curriculum  
INTENT

It is our intent that music at Thursfield is an enjoyable learning experience so that we engage and motivate children to see the world through the eyes of young Musicians who then go on to develop a life-long love of music. Our focus is on developing the skills, knowledge and understanding that children need in order to become confident performers composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside school and beyond.

Thursfield Primary  
Curriculum  
IMPLEMENTATION

### National Curriculum

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

### Curriculum Journey

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the joining of one of our musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom. Students learn how to play both tuned and untuned instruments: glockenspiels, recorders and ukulele. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Music is taught weekly for 45 minutes and the careful planning ensures a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. A 2-year whole school overview plan is in place to ensure full coverage of skills, knowledge and concepts.

### Music Planning

The emphasis is on practical music-making as often as possible. Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music: Listening and Appraising, Singing, Playing instruments, Improvisation, Composition, Performing. All musical learning is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning. We operate a 2-year plan whilst working towards year group objectives. Teachers can use the Charanga Music scheme to support pupils learning but this is adapted to the needs of our pupils and not the sole source of activities and lessons provided. We are also using the ideas from the Model Music Curriculum to support our planning.

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IMPACT

### PUPIL VOICE

Children will demonstrate a positive attitude towards Music learning. They will articulate their understanding about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of performances and compositions.

### EVIDENCE OF KNOWLEDGE/SKILLS

Assessment of children's learning in Music is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children. Pupils achieve well and progression of skills is evident. Staff make videos/recordings of children at the beginning and ending of each unit as part of their evidence of progression. Music books contain Pupils written work, knowledge organisers and a year group overview of key skills, knowledge and concepts.

### TICKET TO ANYWHERE

Children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They understand how to further develop skills less known to them, should they ever develop an interest in their lives.