

The Curriculum Intent and Implementation for Music

‘Small Village, Big Horizons’

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school. The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

Intent

The aim of our music curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

At the Emmaus Federation the principal aim of music is to ensure that all children perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. The children will learn to sing and to use their voices, to create and compose music on their own and collaboratively with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They will understand and explore how music is created, produced and communicated, including the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our curriculum enables pupils to experience a host of cultural and enrichment learning opportunities.

Small Village, Big Horizons	
Examples of the Intent for music in Practice	
High aspirations	<ul style="list-style-type: none"> • High standards of expectations which are the same as core subjects • Questioning throughout the lesson that extend knowledge and tests for reliability. • Encourage children to embrace challenge, question themselves and enjoy working hard.
Cultural experiences and enrichment	<ul style="list-style-type: none"> • Choral singing at Lincoln Cathedral (Swineshead and Sutterton). • Visiting musical experiences come to the school. • Children listen to music from BBC ten pieces in collective worship and can read about the composer. • Children are able to explore famous composers through the ICT curriculum and use technology to create music.
	<ul style="list-style-type: none"> • Children have opportunities to read about famous musicians and composers.

<p>Life-long love of reading</p>	<ul style="list-style-type: none"> • Children listen to music from BBC ten pieces in collective worship and can read about the composer.
<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Tolerance & Respect 	<ul style="list-style-type: none"> • Children’s views count and that everyone is encouraged to value each other’s opinion. • Children are exposed to a variety of cultural, traditional music and are encouraged to listen with respect.

Implementation

The music curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils’ need to know to reach their end point - spiral progression. The application of knowledge for each area of music studied is identified and how the knowledge is applied across the whole of the curriculum so our children leave our school ‘knowing more and being able to do more’.

Our music curriculum follows the Music Express scheme. Through the scheme children are given opportunities to explore their own voices and instruments as well as experience playing tuned and untuned instruments as well as developing their musical knowledge of music through history, vocabulary and musical notation.

- **Investigation;**
- **Expression;**
- **Interpretation;**
- **Reflection;**
- **Commitment;**
- **Empathy;**
- **Application;**
- **Discernment;**
- **Analysis;**
- **Synthesis;**
- **Evaluation**

The application of knowledge to be a musician:

INVESTIGATION – in Music this includes:

- Investigating how the voice and body can be used to make sounds
- Exploring a range of tuned and untuned instruments to compose music
- Knowing how to use a range of sources to research music, composers and it’s history
- Investigating own feelings and emotions related to a range of musical experiences

EXPRESSION – in music this includes:

- the ability to recognise how composers express themselves through their music
- the ability to explore music as a medium for expressing themselves

INTERPRETATION – in music this includes:

- the ability to draw meaning from a range of different musical pieces from a range of genres
- the ability to suggest meanings within a song’s lyrics
- the ability to interpret the reasons for the changes in musical features in a piece, such as dynamics, timbre, and tempo

REFLECTION – in music this includes:

- the ability to reflect on feelings a piece of music gives, the features within it and their own opinions of a variety of music
- the ability to consider their own performances and evaluate the effectiveness and levels of success
- reflecting on how music has changed and developed over time

EMPATHY – in music this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, opinions and values of others;
- developing the power of imagination to identify ways to express feelings through music such as love, excitement and sorry
- the ability to see music the eyes of others and to see issues from their point of view.

APPLICATION – in music this includes:

- identifying how music is used for a variety of reasons, for religion, relaxation, communication etc
- identifying key musical terminology and using it in description of music
- exploring different ways music is made

DISCERNMENT-in music this includes:

- explaining the significance of music in different settings
- recognising that people perceive music in a range of different ways
- seeing how the great composers have influenced modern music

ANALYSIS – in music this includes:

- distinguishing between genres of music
- distinguishing between the features of music
- identifying instruments used within a composition

SYNTHESIS – in music this includes:

- linking a range of musical devices together to create effective compositions
- taking inspiration from existing musical performances to compose and perform music effectively
- recognising how and where music fits in to the wider world

EVALUATION – in music this includes:

- the ability to debate issues of musical significance with reference to evidence and argument;
- the ability to evaluate their own and others performances
- the ability to form opinions about music from different genres

Processes for Effective Learning in music

1. Identify questions

This covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

2. Plan and carry out enquiries

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

3. Present and explain findings

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

4. Empathise and reflect

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

5. Evaluate

This involves evaluating their learning and considering how it might apply to their own lives.

Personal Qualities for Effective Learning in music

- **Independent enquirers**
- **Creative thinkers**
- **Team workers**
- **Reflective learners**
- **Self-managers**
- **Effective participators**

The Daily Implementation of music at the Emmaus Federation

- We comply with the legal requirements for the teaching of music by following the Music Express Curriculum.
- Music is taught on a weekly basis in each year group but is also delivered through whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding of Music and provide cultural capital, such as our in our assemblies, musical drama performances and carol concerts.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand music and to use these skills across the curriculum.
- Subject specific vocabulary: Identified through knowledge organisers and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are immersed in music learning opportunities throughout their day, both inside and in the outside area, where they can explore ways of creating sounds and the feelings they associate with music.
- Text: Children will have access to a growing variety of subject specific books, and online resources.
- Use of instruments: Instruments are an essential component to the teaching of music. We believe using musical instruments regularly enhances the children's musical knowledge, understanding and skills.
- We offer weekly specialist music tuition taught by Lincolnshire music service to all year 4 children.
- Teachers assess children's work in music by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their musical knowledge and understanding.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives from Music Express. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Progress in music is reported to parents.

Impact

Music develops pupils'...

- knowledge and understanding of the history of music and how it has influenced modern music
- understanding of how music can be used for a wealth of reasons

- desire to explore music of their own accord, forming a love of music
- skills of enquiry and response through the use of musical vocabulary, questioning and empathy
- skills of composition, reflection, expression, application , analysis and evaluation of music

Music encourages pupils to:

- consider their own thoughts and opinions of a range of musical genres and composers
- understand the influence of music on individuals, families, communities and cultures
- learn from different musicians while exploring what music means to them and their own love of music;
- learn about musical terminology
- develop their enjoyment of music and a desire to immerse themselves in music outside of lessons
- develop respect for and sensitivity to others opinions of music

Music enhances pupils'...

- awareness and understanding of the range of music, it's history, musical opportunities and expression through music;
- ability to reflect on, consider, analyse, interpret and evaluate a range of music covering different periods of history

Music offers:

- opportunities for all pupils for to be immersed in music and develop passion for the subject
- opportunities for children to take up musical tuition
- opportunities for children to be exposed to recorded and live music experiences
- opportunities for children to participate in solo and group musical performances
- opportunities for children to learn about the history of music and the impact it has on modern society