

# The Welbeck Federation of Schools

## Music

### Curriculum Intent

At The Welbeck Federation of Schools, we are proud to have a knowledge-based curriculum which equips our children with the tools they need to go on to be well rounded individuals who can make the most of all opportunities and challenges that come their way. Our curriculum is engaging, exciting and innovative, encompassing and celebrating all curriculum areas and is designed to build resilience, independence and perseverance.

Our curriculum has been designed to provide learners with the knowledge, skills and the eloquence to become responsible and effective members of the community locally and internationally and in doing so, transform life chances in a way which supports positive outcomes for our pupils.

The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.

Our community is at the heart of our teaching and learning and topics have been selected to embrace the wider community in which we live - celebrating our history and heritage – as well as expanding children's cultural knowledge of people, places and events that they wouldn't ordinarily visit or know about.

At The Welbeck Federation of Schools we are very clear that our curriculum is underpinned by secure self-evaluation and inspires and motivates our children.

Our three key drivers are:

- To promote independence and resilience in learning
- To broaden and extend our children's understanding of the wider world
- To develop the communication skills of our children

These three aspects are at the heart of our curriculum and as the long term plans show, they help us to focus on key skills in all subjects, as well as covering the full content as outlined in the National Curriculum.

The Why ...

#### 1. Knowledge frees up your brain's capacity for thinking

Cognitive scientists have found that our brain works at different speeds, depending on whether we have learned something already, or whether we are relying on "working memory". Working memory is new information you can keep in your head and is very limited (holding between three and seven pieces of new information). That is why learning your number bonds by heart is useful. Completing more complex calculations is made simpler if knowledge of number bonds is already 'locked in'.

#### 2. We learn new things by connecting them to old things

The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge (schema). You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones.

### **Policy context and rationale**

This policy covers our school's approach to the teaching and learning of Music. It was produced by the subject leader in conjunction with the staff.

It has been shared with and approved by the Governors.

### **Policy availability**

Parents and carers are able to view the policy on the school website.

A paper copy is available in school.

If a copy is required in any other format then please contact the school office.

### **Intent**

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. In line with our curriculum intent, our children will be exposed to and learn about music from a variety of different genres and cultures. We aim for every child to leave The Welbeck Federation of Schools with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

### **Implementation**

#### **Foundation Stage**

We teach music in the foundation stage as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Nursery and Reception classes also have access to the Charanga Music Scheme.

#### **Key Stage One and Two Curriculum**

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

The learning within this scheme is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the schools. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation

#### **Other musical events**

Musical events Children take part in singing practice and have opportunities to perform in public, for example groups have children have been invited to sing in the local community. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the children at Netherfield Infants take part in a musical performance of some kind and the children at Eastlands take part in a Carol Concert. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment.

### **Ensuring continuity and progression in learning**

To ensure continuity and progression for all children, the curriculum is carefully organised from Nursery to Year 6 to ensure that our children's knowledge, understanding and skills of DT develops. The knowledge organisers produced for each Key Stage 1 and 2 music unit make explicit the sticky knowledge and vocabulary expected for each topic. A knowledge progression grid has been created to use alongside each topic to show progression through the year groups.

### **Impact**

The subject leader will oversee planning and monitor children's work through learning walks, talking with the children about their learning (pupil voice), looking at Tapestry observations made of Foundation Stage children and looking at children's work in their books to measure the impact of our curriculum.

Assessment will also be undertaken using the following methods:

- Observation of children
- Talking with children
- Marking written work
- Self-assessment
- The evaluation of discussion

The teacher will assess the child as either working towards the expected level, attaining the expected level or exceeding the expected level and report standards across the curriculum to both the subject leader and the parents through an annual report.