

Music Rationale

Music Curriculum Rationale

At Lister Infants School we are musicians! We want our children to love music. We want them to have no limits to what their ambitions are and grow up wanting to be music producers, songwriters, composers or musicians! We want them to embody our core values and aims “Respect for all, learners for Life”.

The music curriculum has been carefully created so that our children develop their musical ability. We want our children to remember their music lessons in our school, to cherish these memories and embrace the musical opportunities they are presented with! Recently our school have invested in the Charanga Music Scheme to support all our staff in becoming Musical experts. Bringing music alive is important at Lister Infants School.

Curriculum Intent

The music curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip our children with not only the minimum statutory requirements of the music National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. **For example**, at Christmas our school choir perform at a local church. The children sang a whole host of festive songs, spreading Christmas cheer to all those who attended. What a great start to the festive season it was! We are committed to putting music on the map here at Lister Infant School.

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the music curriculum. **For example**, we learn all about the Beatles on Beatles day and their link to our city. This is a great way to celebrate our city!

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this piques their interests and passions. **For example**, we invite a theatre company in and this excites the children with cross curricular links to literacy and music. The event was a resounding success and many of the children commented what a wonderful and memorable experience they had. We firmly believe that it is not just about what

happens in the classroom, it is about the added value we offer to really inspire our children.

Curriculum Implementation

At Lister Infant School we use the Charanga Musical School scheme – which provides our teachers with week-by-week lessons for each year group in the school from ages 5-11. This scheme provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson. Our music scheme is based on: Listening and Appraising; Musical Activities – creating and exploring; and Singing and Performing.

Our music curriculum ensures that pupils sing, listen, play, perform, compose, improvise and evaluate. This is embedded in the classroom activities as well as in weekly singing sessions, weekly assemblies, concerts and performances. Music learning opportunities and milestones have been carefully designed to ensure progression and repetition in terms of embedding musical knowledge, skills and learning.

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons at Lister will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and improvise, and to listen with discrimination to the best in the musical canon.

At Lister Infant School our music scheme is based on the four strands from the Model Music Curriculum (2021): Listening, Singing, Performing and Composing. (Please see each year group's curriculum page for a full breakdown of music for the year) We also provide weekly singing sessions which develop vocal health, singing skills and performing skills with FS and KS1 pupils. These sessions build on previous knowledge and skills in singing and performing whilst learning new skills and developing performance skills.

Pupils receive a weekly music lesson and in addition to this they have their singing session. This helps to ensure sufficient time is allocated to music and that musical subject matter can be revisited frequently. We believe that by designing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and therefore improve the rates of progress they make.

We have various opportunities to perform in class, in whole school assemblies and productions, and to parents and the wider community. Additional opportunities

are offered in music, such as choir club which performs regularly in school and in the local community.

We empower our staff to organise their own year group curriculums under the guidance of our subject leaders. Teachers are best placed to make these judgements. Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects. They link prior knowledge to new learning to deepen children's learning. Our children are taught the right, connected knowledge and vocabulary.

Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them.

Curriculum Impact

We use both formative and summative assessment information in every music lesson. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in music are progressive and build year on year.

Our staff use music milestones when assessing the children at the end of each term and work closely with the Specialist music teacher and music lead to support those who are not working at the expected standard and those working above.

A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in music includes: video clips, learning walks, pupil and staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

Music programmes of study: Key Stage 1

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence,

creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and 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
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment target

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content – Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

EYFS Music – Statutory Framework 2020

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of

media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Music is classed under the sub heading: Being Imaginative and Expressive.

ELG: Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.