

Curriculum Statement for Music

“Music – emotions put to song or rhythm.”

“Music is life. That’s why our hearts have beats.” (Anon)

Aims and Objectives

Music embodies one of the highest forms of creativity and prepares children for the developing world. 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. At Cherry Tree, Music develops young children’s skills and knowledge in listening, composing, improvising and performing and inspires them to embrace their creativity.

Visions and Values

Our Music curriculum is underpinned by Cherry Tree’s values and vision. Music encourages children to become creative and allows opportunities for children to work collaboratively, which prepares them for the wider world. Through the teaching of this subject, children combine an understanding and appreciation of music whilst improving their practical skills. Children are also able to improve their listening skills through watching others and their confidence through performing, enabling them to evaluate their own and others’ performances in order to progress in their musical ability.

Teaching and Learning

At Cherry Tree we use Kapow’s Music Curriculum to support the teaching and learning of music across the school which covers the National Curriculum Programmes of study effectively and aligns with many of the recommendations made in the Music Model Curriculum.

All year groups cover the same 5 key strands, which progress between year groups through the spiralled curricula. The 5 strands are:

- Listening and Evaluating,
- Creating Sounds,
- Notation,
- Improvising and Composing,
- Performing – Singing and Playing.

Each half term there is a new music unit which are structured around the interconnected aspects of music – pulse, pitch, timbre, texture, duration, structure, dynamics, notation and tempo. A range of genres, artists, composers and songs feature within each lesson and unit to ensure coverage.

Through this approach children are able to develop their understanding, make musical judgements, apply their new learning, express themselves practically through discussion and create their own musical ideas. The wide range of resources

allow children to be motivated and capture each individual's interest. Children are able to become musicians and share and perform using new music skills.

The curriculum enables children to embrace their creativity through composing/improvising in each unit of work and ensure that they apply key skills taught through taking part in a number of in-class performing opportunities. A range of musical instruments are used to engage children in their musical learning and opportunities are given for children to improve their ability to play them effectively.

The curriculum aligns with numerous recommendations in the non-statutory Model Music Curriculum. Each year is divided into 6 units which revisit and build on prior learning, and the lessons are progressive within the unit and are now progressive from one unit to the next from reception to year 2. This will continue as they change the keystage 2 curriculum, at the moment they are written to be progressive within the unit these can be taught in different order but only within that year group.

Music in the Early Years forms part of all of the areas of learning but can be particularly noticed within 'Expressive Arts and Design'. The frequency, repetition and depth of the children's experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Reception also use the Kapow scheme, as well as continuing with nursery rhymes to build on the knowledge from Nursery. Nursery use music to support their classroom routine and sing a wide range of nursery rhymes throughout the year. They learn a nursery rhyme each week and have a nursery rhyme wall with a range of visual objects or resources to encourage them to choose to sing the rhymes during continuous provision. Nursery and Reception have a range of musical instruments available in their outside areas for children to access to enhance their play and music development. Each year Reception and Nursery take part in World Nursery Rhyme Week in which links to all areas of learning to each chosen rhyme.

Other opportunities for Music at CTPS:

Children are exposed to a range of composers and musical styles through music played at weekly assemblies and information about the composer is displayed in the hall. Year 3 currently learn to play the glockenspiel throughout the Summer term, with a tutor funded by the Music Hub, through a company called Play-it. They are also exposed to a range of instruments that the tutor brings each week for them to see and hear played in person by a professional. Children in Key Stage 2 have the opportunity to learn a musical instrument (brass or woodwind) through a non-profit charity called 'Music for Schools Foundation'. Families are supported in choosing an appropriate instrument for their child to learn and pay MfSF directly for the tuition; the tuition is delivered during the normal school day. Children from Year 2 attend the Basildon Infant Music festival and perform as a choir to other choirs and to a small audience in the summer term.

Throughout the year there are a range of opportunities to perform to an audience for each year group. Nursery, Reception and year 1 all perform Christmas songs to parents and carers. Year 2 perform the nativity, Year 3 perform 'Sunflower', Year 4 perform 'The Bee Musical, Year 5 perform 'This is me' and year 6 perform a leaver's

assembly. During dress rehearsals other year groups are able to watch each other perform throughout the year.

Assessment and Recording

Nursery and Reception record evidence of children engaging in music on Tapestry. The Nursery use the Development Matters document to track children's musical learning journey. Reception use Kapow's music scheme which is progressive across the units. They also use the Development Matters document and Early Learning Goals to track their learning and progression of Music across the year on tapestry. Music learning is recorded in Musical Journals throughout the school (Years 1-6). This is an effective and consistent approach to evidencing music learning. Due to music being practical, evidence of work is often taken through videos and photographs of performances which are saved onto an online system and displayed in the music journals. Assessment is used effectively within lessons, whereby teachers assess children's knowledge, understanding and skills through observations and providing verbal feedback during lessons which supports children to progress. Assessment grids are used which link to key National Curriculum criteria, where teachers assess children's musical ability at the end of each unit