

Music Curriculum Statement

“Music is the universal language of mankind” Henry Wadsworth Longfellow

Intent

At Boston West Academy, the aim of our music curriculum is to promote a love of music and singing across a broad curriculum as the arts is one of our four key drivers. We recognise that music can help children develop transferable skills such as team working, leadership, creative thinking and performance skills. We want our pupils to develop their musical skills through listening, appraising, performing and composing and develop their social skills through the shared experience of music making with others. Our progressive music curriculum is structured around three core elements pulse, rhythm and pitch and provides the opportunity for children to build on previous learning and builds depth of knowledge in different contexts. We will provide our pupils the opportunity to perform and display their skills to pupils, parents and the wider community. We want our pupils to appreciate and understand a wide range of high quality live and recorded music from a variety of historical periods, styles, traditions and musical genres.

Implementation

Music is an important part of our school curriculum. We use Charanga, a music teaching and learning platform, to ensure that we are delivering a well-sequenced music curriculum. Key skills are revisited repeatedly with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning to deepen their understanding. Each lesson is structured in the same way to ensure all interrelated elements of music are covered and implemented. This also reduces cognitive overload in our children by providing them with a clear sequence to each lesson. The children are involved in many activities, including listening and responding to music from a variety of cultures and periods, playing instruments, singing, composing and performing. Children have the opportunity to work individually, in groups, or as a class within a wide range of activities in their classrooms, the studio hall and outdoors. We are passionate about learning beyond the classroom and the teaching of music can be seen in our bespoke outdoor learning strand *the creative outdoors* which provides a progressive set of skills for children to learn and take part in music outdoors.

Alongside our curriculum pupils have the opportunity to participate in 1:1 and group instrumental lessons. Peripatetic music teachers from Lincolnshire Music Service attend school each week to provide brass, woodwind, stringed instrument, or keyboard lessons.

Children have the opportunity to access whole class specialist teaching, delivered by a member of Lincolnshire Music Service. These lessons allow children the opportunity to learn to play an instrument as part of an ensemble and to engender a love of music learning. Throughout the sessions the interrelated elements of music are developed.

Performance is at the heart of musical teaching and learning at Boston West and pupils can participate in a range of performances. These include nativities, singing Christmas carols, year group plays and weekly singing assemblies. Pupils also have the opportunity to join the school choir and to participate in the annual Young Voices Concert.

Impact

- Pupils will be enthusiastic musicians with a love of music and have an appreciation of different music forms
- Pupils will have the opportunity to perform and develop their musical skills
- Pupils will be exposed to a wide range of high-quality live music and recorded music
- Pupils will understand and apply subject specific vocabulary
- Pupils will be able to use musical vocabulary when talking about their learning journey
- Pupils will retain and build on knowledge and understanding of music
- Pupils will meet the end of key stage expectations outlined in the National Curriculum for Music.
- At the end of KS2 (Key Stage 2) pupils will have the knowledge and skills to enable them to be successful learners in KS3.
- To measure progress teachers record the first and last performance from each unit of work. This allows staff and pupils to see a progression in musical skills and encourages children to self and peer assess
- Impact is measured through both formative and summative assessment opportunities. The data is collated three times a year to inform an end of year judgment.