



Statement of Intent and implementation for Music

Curriculum

In order to achieve this, we have identified **5 Golden Threads** that weave through our curriculum and underpin everything we do.

Values: “Our children will be good citizens and have a sense of belonging”

Knowledge and skills-based: “Are curious, aspirational and knowledgeable”

Progression led: “Our children will Do more, know more and remember more”

Language and vocabulary rich: “Are good communicators both orally and in writing”

Experience rich: “Are interested and interesting”

Intent

During their time at Larkhill we aim to ensure that all pupils:

- Produce creative work, exploring their ideas, recording and performing their experiences.
- Become progressively proficient in expressing themselves through music.
- Evaluate and analyse different genres of music.
- Experience the work of great musicians and understand the historical and cultural development of their art forms.
- Can use subject specific vocabulary to communicate their observations and preferences.

Implementation

Knowledge and skills-based implementation:

The national curriculum is our starting point for deciding upon the knowledge and skills that children will be taught in each year group. Our curriculum, through the use of Charanga, is designed to ensure that, where possible, learning is relevant to our diverse community and rooted in our rich heritage. Where possible, cross curricular links are made to make learning experiences more meaningful and to give context to the knowledge acquired and skills taught. High quality and relevant pieces of music are chosen that will motivate learners and make cross curricular links, other visual stimuli and experience are used to make the knowledge and skills being taught as accessible as possible.

Progression led implementation:

We use online units of work from “Charanga” to ensure there are fun and exciting opportunities to learn during each music lesson which enable pupils to acquire new knowledge and skills and build on what they know. Learning is sequenced to ensure that prior learning can support what comes next. The Charanga scheme helps non-specialist teachers and TAs to deliver good quality lessons with confidence. This is demonstrated in the floor books which will document the progression within and across year groups.

Language and Vocabulary rich implementation:

In Music, the key language and vocabulary needed by children to communicate their learning is identified and explicitly identified on planning. Vocabulary is explicitly taught through a variety of active learning strategies and evidenced in floor books. Teachers are encouraged to be passionate about language and model effective use of vocabulary within their teaching.

Experience rich implementation:

Class teachers are usually responsible for teaching Music, although there will be times when professional musician/performers/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, with the help of Wiltshire Connect, in order to enrich our Music provision. Opportunities are provided within some of our “11 by 11” to experience musical performances as either audience members or performers.

Assessment:

- Teachers will assess children throughout a module of learning to ensure high levels of progress are made.
- Both summative and formative assessment will be used to ensure lessons are scaffolded effectively and learning is deep and meaningful.
- At the end of each module, teachers will assess children’s acquisition of knowledge and skills through our unit assessment proforma
- At the end of the year, teachers will highlight coverage and record the attainment of each child across all of the units.
- At the end of each module teachers will collate a selection of learning that demonstrates a range of outcomes and display in the class floor book.