
















### Music Curriculum Rationale

Intent		Implementation		Impact	
 <p>Curriculum</p>	<p>We use the online programme 'Charanga' as a starting point to be adapted and built on. Learners will develop a curiosity for the subject, as well as an understanding of the importance that different types of music can have in any person's life.</p> <p>Pupils have the opportunity to join the school choir, which is open to all key stage (1-5), on a weekly basis. The choir focus on singing and signing, developing harmony, solo performances and having fun!</p> <p>The school also accesses Nottingham Music Hub, which offers additional experiences and music opportunities.</p>	 <p>Pedagogical Approaches</p>	<p>The music curriculum ensures pupils sing/ sign, listen, play, perform and evaluate. This is embedded in classroom activities as well as through singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that learners can use some of the language of music to be able to appreciate it and analyse it.</p>	 <p>Approach to Assessment</p>	<p>The approach to assessment is less formal than in core subject. In Music, there is ongoing teacher assessment through the use of Music Progression Pathways to monitor individual progress and ensure that pupils are keeping up with the pace of the curriculum and developing their understanding.</p> <p>A range of assessment tools are used, including learning walks, observations, monitoring of the learning environment, questionnaires and feedback, impact reports and evidence of learning i.e. photos/ videos/ choir.</p>
 <p>End Points</p>	<p>By the end of <b>Key Stage 1</b>, through our strong focus singing and signing across the curriculum i.e. assemblies' pupils develop a sense of enjoyment in music and singing.</p> <p>By the end of <b>Key Stage 2</b>, pupils will further develop their appreciation of music and start to use a range of musical language and create and compose music, both on their own and with others.</p> <p>By the end of <b>Key Stage 3</b>, pupils will develop a deeper appreciation of music and be able to maintain their concentration for longer periods of time and listen to more extended pieces of music. They listen to, review and evaluate music and make judgements and express personal preferences about the quality and style of music. Also, they take part in performances with greater awareness of the audience.</p> <p>By the end of <b>Key Stages 4/5</b>, through listening to different forms of music, across a range of historical periods, genres, cultures, styles and traditions, and through the experience of taking part in a wide range of musical opportunities overtime i.e. performing in front of an audience, taking part in events, and/or focused sessions playing a musical instrument (i.e. Music Hub), they further develop their musical talent.</p>	 <p>Teachers' Knowledge</p>	<p>We want to ensure we deliver powerful knowledge and skills to our pupils as they gain confidence and understanding in music.</p> <p>We have an experienced member of support staff, who demonstrates good subject knowledge as required by the DfE, who supports the music lead to oversee much of the music curriculum to ensure progression and skills are taught at each key stage.</p> <p>Subject specific professional development takes place as part of staff training and CPD meeting time.</p> <p>The subject leader will access specialists' networks i.e. NST subject leaders' network, Music Hub liaison.</p>	 <p>Performance Data &amp; Pupil Progress</p>	<p>There is no published data for Music at Rosehill. The school tracks Music very broadly to ensure that pupils are working within the curriculum expectations for their Pathway (Impact reports and curriculum examples).</p>

 <p>Sequencing</p>	<p>Within all key stages, music is an integral part of each pupils learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and maths. Pupils learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.</p> <p>Performance is at the heart of musical teaching and learning at Rosehill and pupils participate in a range of performances during their school career. These include performances and singing assemblies, and some pupils join the school choir. Pupils who are confident are encouraged to perform in solo performances. Parents are invited and welcomed to watch a range of performances whether at school or outside of school. Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional music teaching by the Music Hub.</p>	 <p>Enabling Environment &amp; Pupil Voice</p>	<p>Music is taught through cross-curricular topics in each key stage, to ensure that the learning is relevant and purposeful through using areas such as the music studio, and classrooms to promote learning in context.</p> <p>Teachers promote wider discussion and opportunities for listening to a wide range of music at different times, to apply their learning and develop their understanding and retention of key skills and vocabulary. This promotes pupil voice/ feedback, enabling learners to contribute to school events, projects and productions.</p> <p>Every year, we put on a number of performances - one at the end of the Christmas term and some classes present topic related productions during the year. All the pupils have the chance to participate. We use a combination of music, dance, and drama. We have a school hall for such events and the staff and pupils make all the backdrops.</p>	 <p>Pupils' Work</p>	<p>Music is a powerful, unique form of communication that can change the way pupils feel. It breaks down communication barriers for those pupils who do not communicate verbally or easily. It brings together intellect and feeling, and enables personal expression, reflection, and emotional development.</p>
 <p>The Need of all Pupils</p>	<p>As an integral part of culture, past and present, music helps our pupils understand themselves and relate to others, forging important links between the home, school and the wider world. Therefore, we provide opportunities for all pupils to create, play, perform and enjoy music both in class and to an audience. Through assemblies and performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable them to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.</p>	 <p>Knowing More and Remembering More</p>	<p>The school follows an adapted Music programme of study. We have 6 pathways which have been designed to ensure pupils have received a varied and engaging input over time that is age appropriate, even when they remain in the same cognitive pathway, to ensure that skills and knowledge are consolidated and new learning is acquired. Displays and celebrations of pupil's work provides a platform for revisiting and embedding learning.</p>	 <p>Talking to Pupils</p>	<p>The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if pupils have enjoyment and confidence in Music. Pupils also provide feedback, and photographs of musical events and assemblies appear in the school newsletter.</p>
		 <p>Assessment</p>	<p>Music projects and impact reports (see Earwig) evidence progression of skills in all year groups.</p>		

**Links:**  
Nottingham Music service <http://www.nottinghammusicclub.org.uk/>