

Curriculum Statement of Intent

Teaching and learning of: Music

INTENT	<p>At Thorpe Primary Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.</p>			
Underpinned by	Teaching of Skills	Teaching and understanding of knowledge	Music Assemblies and Performing Arts Assemblies	Vocabulary used in Y1-Y6
	<p>Children at Thorpe Primary will be taught how to use a range of skills including composing pieces of music, performance-based skills, singing lessons within music, playing of pitched and percussive instruments and how to use different time signatures. Children will also have opportunities to learn to play the recorder. In year 4 children have a term learning the Ukulele with a specialist music teacher from Peterborough Music Hub. Along with this, in upper KS2 children will also use different software programs on their I pads such as Garage Band to compose and create pieces of music.</p>	<p>The teaching and understanding of music applies and develops the skills of listening and appraising. A range of musical genres are explored. The children will be encouraged to understand what different instruments make up a composition and analyse the impact these have on different pieces of music. Children in upper key stage 2 will look at music notation and how to write music using this skill.</p>	<p>Music assemblies take place weekly for all year groups. This allows children to perform alongside their peers and learn a range of songs to sing at different assemblies throughout the year. They will also be given opportunities to listen to, appraise and appreciate a range of various musical genres. Class assemblies are also an opportunity to share music from within music lessons and the wider curriculum. Children take part in performances in both KS1 and 2 such as Nativity plays and musicals.</p>	<p>Pitch, Tempo, Volume, Beat, Rhythm, Louder/quieter, faster/slower, higher/lower, speed, dynamics. Pulse, Melody, Notes, Percussion, Structure, Repetition, piano, violin, guitar, drums, verse, chorus, ostinato, mood, echo, accompaniment, timbre, xylophone, cymbals, triangle, snare drum, bass drum, tambourine, maracas, chimes, flute, Orchestral, Sound waves, Effective Silence, Crescendo, Harmony, composition, metre, texture.</p>
IMPLEMENTATION	<p>SEND Thorpe Primary Academy ensures that all pupils are able to achieve outcomes in all areas of the curriculum regardless of race, gender, or disability. In Music, all children have the opportunity to be included by exploring sounds and experience being listened to. Adaptations are made to individual lessons to enable children to access musical activity. Our work in music considers the targets set for individual children in their Education Health Care Plans (EHCP).</p>		<p>Charanga Music Scheme Thorpe Primary Academy uses the Charanga scheme as a platform to support planning and progression from Reception to Year 6. The Charanga subscription is currently paid for by the Peterborough Hub for all schools in the Peterborough area. It provides full guidance to support the needs of the music curriculum, through listening and appraising, creating, and exploring and performing. The curriculum is frequently enhanced with experiences related to Childrens' topic work. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. The curriculum planning for music at Thorpe Primary School is based on a long-term curriculum map. The long-term plan maps the music topics studied in each term in all year groups. Through this curriculum map we are able to ensure full coverage of the knowledge, skills and understanding set out in the National Curriculum Programme of Study. Whilst the music co-ordinator is responsible for music planning and teaching across the school, it is delivered mainly by class teachers supported by HTLA's. Additional music experiences – listening or performing – are built into</p>	

	other subject lessons by the class teacher where appropriate.	
	<p>Inclusive Whole Class Teaching Teaching opportunities, methods and styles in music include opportunities for individual, group and class work giving a sense of both individual and collective achievement. Children are taught as a class group with child centred activities. Teaching Assistants support individual children or help the class to be a cohesive and co-operative group, for example encouraging children to participate by looking, waiting, listening, playing etc.</p>	<p>SEMH Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children how to work with others to make music and how individuals combine to make sounds. We also teach how to compose music and in Key Stage 2, introduce ways of notating music. Learning experiences offered in Music include learning about music from other cultures as well as from our diverse musical heritage.</p>

Additional Music Teaching
Children are offered the opportunity to study a musical instrument with a peripatetic teacher. This teacher operates independently and all arrangements with parents are made directly with the teacher. However, the school provides the teaching room free of charge. These lessons usually take place during normal lesson time from which children are withdrawn for the duration of the instrumental lesson. This is in addition to the normal music teaching of the school.

The music subject leader is responsible for the standard of children’s work and the quality of teaching in music. Whole school policy is in place for the monitoring, evaluation, and review of curriculum subjects. The Teachers and HLTA’s at the school have had opportunities to take part in training on how to best implement the Charanga music program.				
IMPACT	Pupil Voice	Evidence in knowledge	Evidence in skills	Breadth and depth
	Through discussion and feedback, children talk enthusiastically about their Music lessons and other experiences including plays or assemblies. Children across the school articulate well about the benefits of learning about different genres of music and musical instruments.	Pupils know how and why it is important to learn and develop creative skills. Pupils know how Music has shaped and contributed to history. Pupils can identify different styles of music from around the world.	Pupils use acquired vocabulary in lessons. Pupils understand and demonstrate skills learnt in different lessons and performances.	The pupils at Thorpe benefit from a range of opportunities to use their musical skills. These include various events held at the Cresset by the Peterborough Music Hub. Pupils access activities from other Music Hubs such as the online Christmas Pantomime. KS2 children can perform in London as part of ‘Young Voices’.