



**Curriculum Statement: Music**

‘Creativity is contagious. Pass it on’ – Albert Einstein  
‘Music can change the world’ – Ludwig van Beethoven

**The Courtwood Curriculum Intent and Offer**

<p><b>National Curriculum:</b> Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points.</p>	<p><b>Inclusion:</b> Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential.</p>	<p><b>Nurture:</b> Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being.</p>	<p><b>Outdoor Learning:</b> Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future.</p>	<p><b>Responsibility:</b> Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society.</p>	<p><b>Enrichment:</b> Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning.</p>
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**Intent, Implementation and Impact in PSHE/RSHE**

<p><b>Intent</b> (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p>	<p><b>Implementation</b> (What will this look like in the classroom?) <i>*school focus – retrieval &amp; vocabulary</i></p>	<p><b>Impact</b> (How will this be measured?)</p>
<ul style="list-style-type: none"> <li>• To enable all children to become confident and competent musicians, who develop a love of music, increasing their creativity and sense of achievement.</li> <li>• For children to be aware of the potential to succeed at their own level.</li> <li>• To deliver a broad and balanced music curriculum, with regular opportunities for children to sing, play a variety of instruments, compose, improvise, perform and to listen.</li> <li>• For children appreciate a diverse range of musical genres and cultures, and develop skills, knowledge and understanding by</li> </ul>	<ul style="list-style-type: none"> <li>• Our curriculum offers full and balanced coverage of the KS1 and KS2 music national curriculum statements (with elements of the Model Music Curriculum), including EYFS Development Matters and the Early Learning Goals.</li> <li>• The overarching strand of Music Elements (or the Inter-related Dimensions of Music) runs throughout the four strands of our curriculum which includes: Performing; Listening; Composing and The History of Music. Music vocabulary is developed throughout the musical learning journey.</li> </ul>	<ul style="list-style-type: none"> <li>• When our children reach the end of their Courtwood musical journey, children will move on to their next stage of education with a love of music that they will want to continue to enjoy, develop and nurture.</li> <li>• Singing is at the heart of Courtwood and we sing throughout the curriculum and benefits are far-reaching: promoting good breathing and posture, making us feel better about ourselves, enhancing self-esteem and sense of well-being, and enabling us to work collaboratively with each other.</li> </ul>



<p>becoming the best musician they can be by developing a life-long love of music.</p> <ul style="list-style-type: none"> <li>• For all children to be engaged in singing.</li> <li>• We want all our children to see themselves as musicians or music-makers with developed life skills such as collaborative working, respecting and acknowledging the achievements of others, and persevering to achieve their goals.</li> <li>• After the implementation of weekly music lessons at Courtwood, children should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Our sequenced music curriculum follows the spiral curriculum model which gives time in lessons for pupils to retrieve skills, knowledge and techniques from previous music lessons and these are consistently built into their learning.</li> <li>• *Cyclical: pupils return to the same skills and knowledge again and again during their time at Courtwood. *Increasing depth: each time a skill or area of knowledge is revisited, it is covered with greater depth. *Prior knowledge: upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.</li> <li>• From the beginning to the end of our learner’s journey, we sing collectively in Key Stage singing assemblies and singing individually as a soloist is encouraged and occurs regularly as confidence is built upon.</li> <li>• Our children have many opportunities to perform externally: singing locally at residential homes and on the stage at our local and prestigious Fairfield Halls, in a massed choir of over 600 junior children.</li> </ul>	<ul style="list-style-type: none"> <li>• We fully endorse and support instrumental and vocal programmes, e.g. in Year 4 our children learn to play the Ukelele.</li> </ul> <p>Children will:</p> <ul style="list-style-type: none"> <li>- be confident performers, composers and listeners, able to express themselves musically.</li> <li>- show an appreciation and respect for a wide range of musical styles from around the world and understand how music can be influenced by the wider cultural, social, and historical contexts in which it is developed.</li> <li>- understand the ways in which music can be scribed to support performing and composing activities.</li> <li>- demonstrate and articulate an enthusiasm for music and be able to identify own personal musical preferences.</li> <li>- meet the end of key stage expectations outlined in the national curriculum for Music (or beyond!)</li> <li>- actively participate in musical activities (perform, listen to , review, appreciate and evaluate) drawn from a range of historical periods, genres, styles and traditions, including the great composers and musicians, cultural context and communities.</li> <li>- understand and explore how music is created, produced and communicated, including through the musical elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.</li> </ul>
<b>National Curriculum Objectives</b>		
<p>Key stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>♣ play tuned and untuned instruments musically.</li> </ul>		



- ♣ listen with concentration and understanding to a range of high-quality live and recorded music.
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music/music elements.
- ♣ listen with attention to detail and recall sounds with increasing aural memory.
- ♣ use and understand musical notations (and staff, where appropriate).
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- ♣ develop an understanding of the history of music.