



## Music Curriculum Statement

### Intent

At All Saints the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at All Saints is to ensure we develop a curiosity and enthusiasm for the subject, as well as an understanding about how music can influence lives, help understand emotions and inspire areas such as art and design. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Through our bespoke thematic curriculum, music is taught in conjunction with our topic units to ensure children can use their knowledge to enhance their musical compositions and performances. Throughout our school we promote our learning ethos of head, hand and heart, which ensures our children develop the knowledge, skills and values to thrive. Our intention is for our music curriculum to positively, provide opportunities for pupils to learn about the history and musical elements of a wide range of pieces of music (Head), develop key skills such as reading musical notation (Hand), and educating children to display our core Christian values (Heart).

### Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of our curriculum, which develops the understanding of musical elements without the added complexity of an instrument. Each music topic will follow our SUPER music structure:

- Song/composer/genre – Listening and appraising pieces of music from a composer or genre
- Unpicking musical elements of music – timbre, dynamics, tempo etc
- Practise and performance – play tuned and untuned instruments and composition
- Evaluation – listen to live and recorded music and evaluate the performances
- Revisit – review the stimulus and compare own composition with original stimulus

### Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose either as listener, creator or performer.