




















# Music Curriculum





## Glascote Academy Curriculum

Aim	Our aim is for every child to be a citizen of the world with an instilled sense of <b>Pride</b> in themselves, in their work, in their school and in their community							
Trust Vision	Inspiring all to excellence							
Trust Values	We care 	We leave no-one behind 	We celebrate individuality 	We are brave 				
Virtues	Perseverance 	Respect 	Inquisitive 	Duty 	Expressive 			
Big Ideas	G Globalisation 	L Leadership 	A Adventure 	S Significance 	C Change 	O Observe Critically 	T Traditions 	E Enterprise 



# Curriculum Intent



Upholds and promotes our vision of "Pride"

Raises aspirations and opens their eyes to a world beyond their immediate surroundings

Shapes independent and co-operative learners who learn from their mistakes

Promotes a life-long love of learning

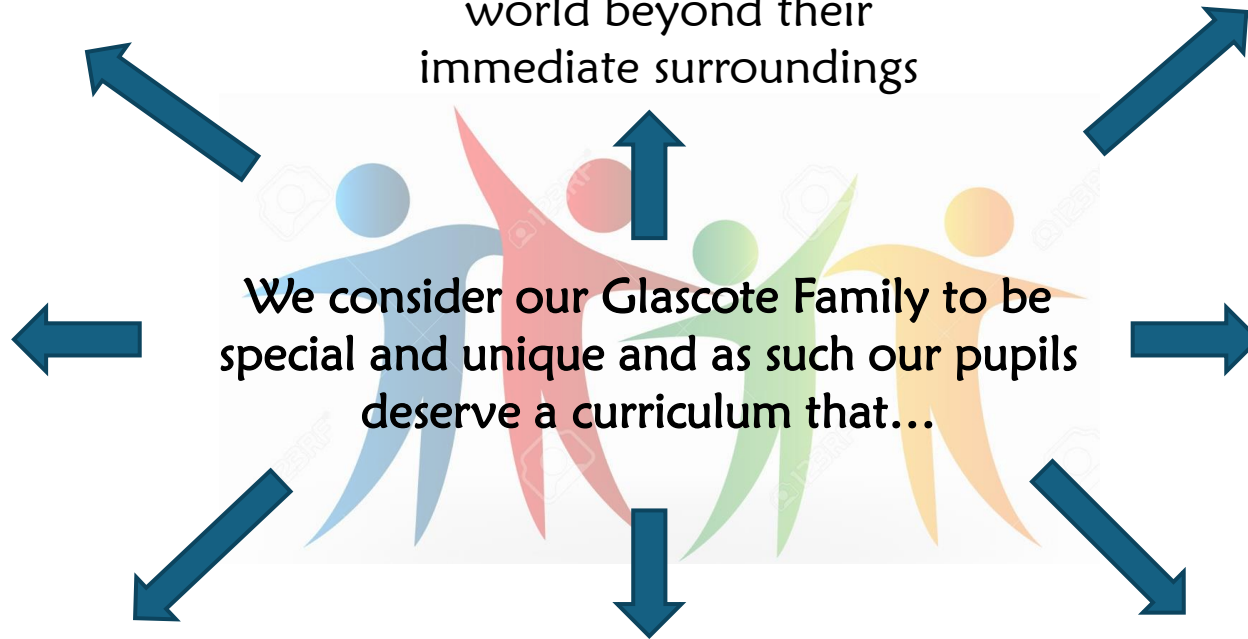
We consider our Glascote Family to be special and unique and as such our pupils deserve a curriculum that...

Promotes practical everyday life skills that prepare them for their future

Promotes creativity, curiosity, and confidence

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge

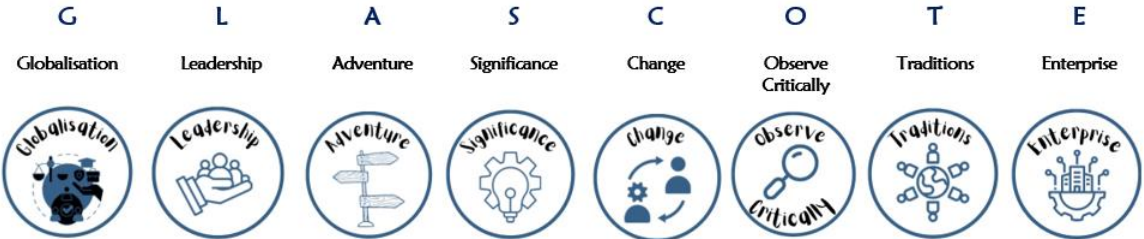
Builds character, resilience, self-motivation, and a will to succeed



**Subject Specific Sequencing and Key Concepts:** Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See Music long term plan with key concepts)

**Big Ideas:**

These are the overarching ‘*Glascote*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from different cultures, religions and history.

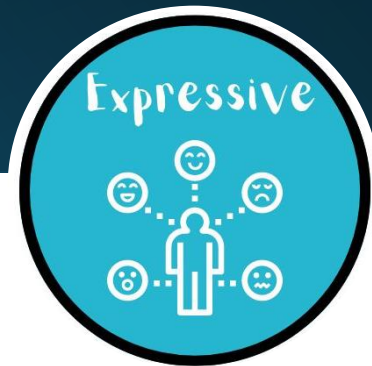


**Character Virtues:**

These are the underpinning qualities and character traits stemming from ‘*Pride*’ that we desire all of our children, and staff, to demonstrate.



# IMPLEMENTATION – Our approach



Music at Glascote Academy, is taught by ROCK IT! Music Projects Ltd. We work with ROCK IT as we share the same ethos and belief that all children should experience quality music lessons that are educational and fun. Through their music teaching, they strive to develop children`s passion for music and a lifelong love of music.

*‘ROCK IT`s` scheme of work follows the National Curriculum and enable pupils to appreciate music and develop the skills, knowledge and understanding that they need to become confident performers, composers and listeners. The coverage introduces children to music from all over the world and from different eras, teaching children to respect and appreciate all types of music.*

Children in Key Stage 2 receive additional Music theory lessons delivered by their teaching staff. These lessons further develop our pupils` substantive knowledge and provide opportunities to appreciate music by a variety of artists and composers.

# IMPLEMENTATION – Our approach

The sequential progression of substantive knowledge and disciplinary skills are set out to build and develop the following:

- Develop an ability to listen to, appreciate and understand a wide variety of music, including different styles, periods and cultures
- Have opportunities to explore and express ideas and feelings about music, in a variety of ways,
- Explore a range of musical elements, for example: pitch, tempo and dynamics.
- Encourage active involvement in creating and developing musical ideas using voices and instruments – both tuned and un-tuned.
- Performing for a variety of purposes

Staff at Glascote Academy create a positive attitude towards music learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate music information.



## EYFS Development Matters 2020: Understanding of the World

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups

## Key Stage National Curriculum Expectations: Music

### Key stage 1:

- Pupils should be taught to:
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- 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
- listen with attention to detail and recall sounds with increasing aural memory

# IMPACT– Our approach

At Glascote Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, and music produced which is evidenced in children’s performances, displays, and Curriculum Power Points.

Impact is also measured through:

- The use of subject specific Assessment One Note
- Internal and external picture building
- Year 6 Music Ensemble Examination
- Music performances including concerts and productions

