

Curriculum Subject: Music



Intent *Music is the universal language of mankind - Henry Wandsworth Longfellow*

We use music as an opportunity for children to develop their creative minds through active engagement in listening, singing, playing, evaluating, analysing, and composing music. We view music as a universal language that not only allows children to explore a wide range of historical periods, styles, traditions, and genres, but also provides a powerful means for them to communicate their ideas and emotions. Through our music curriculum, we encourage children to exercise their adaptability by working both independently and collaboratively with a variety of musical instruments and vocal techniques. The children are progressively exposed to an array of skills and techniques that foster both their technical and expressive abilities, helping them build their musicality throughout their school years. We understand the importance of critical reflection and value the informed opinions of our students, encouraging them to listen to and respond to the works of others, while also developing their own musical preferences and tastes. Our goal is to ensure that all pupils leave Oreston with a deep, positive connection to music and the confidence to engage with it in various contexts, whether socially or professionally.

Learning Expectations

- Start each lesson 'Ready to Learn'.
- Lesson structure including: listening and appraising, musical exercise and activity, improvisation, composition, performance and ending with review and reflect.
- Collaborative work with use of talk partners & flexi-groups whilst encouraging solo experiences.

Vocabulary

Children are introduced to new tier 2 and 3 vocabulary for the unit.

Overviews identify new vocabulary and children are expected to use appropriately during each unit, making links to build schema across the subject and beyond.

Expectations

Children will:

- Use their creativity to produce work through music experiences.
- Sing a wide range of songs with control, expression, harmonies and parts.
- Compose, notate, rehearse and perform both individually and as a group
- Know about significant artists/musicians and their influences.
- Have an understanding of the history of music.
- Meet the end of Key Stage expectations for the National Curriculum.

Wider Opportunities

- Whole school curriculum utilising high quality teaching and resources.
- Musicians to run workshops to inspire and enhance children's learning experiences.
- Clubs to promote music/develop performance skills
- Peripatetic lessons including guitar, ukulele, voice, keyboard, woodwind.
- Collaborative projects to celebrate and encompass school values.
- Concerts staggered across the year to promote performance
- Community music projects to develop community links.

Adaptations

- Adapted lesson structure (e.g. more paired discussion/mini plenaries)
- Individual support by teaching staff.
- Specific seating to support sensory/learning need.
- Word banks/visual supports.
- Adapted resources.
- High expectations of all learners, regardless of ability or need.
- Adjusting pace.
- Offering varied instrumentation
- Using technology and alternative tools

British Values

Tolerance and Mutual Respect

Children demonstrate tolerance and mutual respect by valuing and appreciating diverse musical genres and by listening to and supporting their peers during performances and collaborative projects.

Rule of Law

Music lessons emphasise the importance of following rules, such as respecting musical notation and ensuring safe use of instruments, promoting responsibility and order.

Democracy

Through group music-making and discussions, children are encouraged to respect and consider the views of others, fostering democratic collaboration and the appreciation of diverse musical opinions.

Individual Liberty

Music allows children to express their unique creativity and personal musical preferences, encouraging them to be confident in exploring and sharing their individual talents.