



Brompton and Sawdon Community Primary School

Curriculum Intent Statement for Music

Our pupils learn that music is a universal language. We intend to make music an inspiring and enjoyable learning experience which develops the children's musical skills, their interaction with music, and prepares them for the next stage of their education. We encourage children to participate in a variety of musical experiences in order to develop a life-long love of music and develop their talent as musicians, in turn increasing their self-confidence, creativity and sense of achievement.

As a universal language, we recognise that all of our school Pillars underpin musical education. We intend that our music curriculum and lessons give opportunities to:

- Collaborate / contribute / support others / make a difference / learn from a wide range of people in the community (**our Family Pillar**)
- listen and be heard / use a range of instruments / learn about music from around the world and different communities and contexts (**our Respect Pillar**)
- Explore making music outdoors / Natural music (**our Nature Pillar**)
- Learn about how music affects different people, places and outlooks / learn about music in different events, religions and beliefs / learn how music can support wellbeing and mindfulness (**our Rainbow Pillar**)
- Show resilience / be independent / ask questions and investigate / be creative and imaginative / present, challenge and be challenged (**our Ready to Fly Pillar**)





Implementation

Music is taught by Mrs Gaskell, a specialist music teacher and band member. The music curriculum ensures children sing, listen, play, perform and evaluate, through the music programme as well as weekly singing assemblies, various performances and teaching from specialist music teachers. The elements of music are taught in 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 children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing 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 the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music creates an enormously rich palette from which a child may access: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music also develops an understanding of culture and history, locally and internationally within different ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing, feel a pulse and have an understanding of how to further develop their skills.

We also recognise our responsibility to develop our children as global citizens with the skills and knowledge to contribute positively to their communities. Throughout our Music curriculum we also entwine opportunities to develop the following areas of knowledge:

Diversity		• Listen to music from around the world.	• Understand that, even if we wouldn't choose to listen to certain music, others might and it might have some significance or symbolism.	Discuss why music might be different in different communities
Global awareness (throughout subject)		• Recognise that music around the world can sound similar and different	• Recognise where some music comes from around the world due to its features	• Compare and contrast music from different continents
Rural Aspirations		• Have a go at making music	• Recognise some of the career possibilities within the sphere of music. (eg. musician/producer / singer / teacher /marketing etc)	• Compare the skills needed within different careers within the sphere of music (eg. musician / producer / teacher / singer/marketing etc)
Inspired by Nature		We take every opportunity to be inspired by nature, whatever the subject. The might be reflected through resources used, media explored, or linking learning to local and global issues regarding the environment. Opportunities are grasped to celebrate and explore nature in all its guises, from ecosystems to microhabitats, from the smallest organisms to giants of natural world - at all times looking for ways to learn from it.		

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.