

Curriculum Subject Statement: Music

The principles for River Bank Primary school's curriculum design follows Dylan William's *Principled Curriculum Design* (2013), which are:

- *Balanced*
- *Rigorous*
- *Coherent*
- *Vertically Integrated*
- *Appropriate*
- *Focused*
- *Relevant*

Details of how these have been incorporated into our overall curriculum design can be found on the *River Bank Primary Curriculum Intent Statement document*.

In specificity to Music, some of the applications are further explained, below.

A 'Balanced' Music Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. All learning content for Music is taken from the National Curriculum programme of study and all statutory objectives are covered throughout KS1 and KS2.
2. We follow the Active Music Scheme allowing for a balanced and progressive curriculum
3. Music is taught in weekly sessions with 6 sequenced topics in each year group.
4. Class teachers teach their own music lessons with support from the Luton Music Service in specific instrumental lessons for a term for pupils in years 3,5 and 6. These instruments are broad and culturally appropriate for our pupils and include djembe, ukulele and p-bone.
5. Trips and visits are planned carefully to support curriculum content and to offer children an experience which is both memorable and informative. Instrumental performances by local musicians, gospel choir performances and the opportunity to see musical performances at the local theatre are all key parts of the annual calendar.

A 'Rigorous' Music Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. Music is taught in each year group with the skills developing and building on the previous years
2. The Active Music scheme is clear on how content should be taught and planning supports teachers in this subject knowledge and delivery.
3. Cultural understanding and diversity are considered through our use of songs and the instruments we offer our children the opportunity to learn. We endeavour to use music to support children's understanding of different cultures and expose children to music from around the world. This includes music linked to festivals such as Chinese New Year or religious festivals and key pieces of music linked to sporting events such as the Rugby World Cup.

A 'Coherent' Music Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. The Music curriculum has been carefully designed and sequenced to build on previous knowledge. There are 4 main areas (pitch, rhythm and pulse, singing and instruments) which are covered in each year group with each year building on the previous year's learning.
2. Teaching video clips and step by step lesson plans, ensure teachers are confident in delivering lessons in a succinct and coherent way.

A 'Vertically Integrated' Music Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. Music material taught at one point in time builds on materials taught earlier, and feeds what is to be taught. An example of this would be: understanding how music notation moves from long and short sounds in EYFS to ta / te in KS1 to technical vocabulary of crotchet, minim and quaver in KS2.

An 'Appropriate' Music Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. Music material is sequenced and taught from the National Curriculum on a 'year by year' basis.
2. Children are not set according to ability in Music and by the nature of its delivery, is inclusive for all pupils regardless of SEND or EAL needs. Teachers support children who may need adaptations and this can include the use of ear defenders for excessive noise, directing specific pupils to simpler instruments to aid those who still need to develop their fine motor skills and ensuring new vocabulary is introduced alongside a visual image or instrument.
3. We aim to foster in children, an interest and love for music. We do this by exposing them to a range of music styles and composers as well as considering culturally diverse music to match the community we serve. Our composer of the month takes in a range of music styles and time periods and includes such composers as Mozart, Beethoven, Florence Price, Scott Joplin and Andrew Lloyd Webber.
4. Singing and songs are a key part of our Early Years curriculum and this continues to be important throughout key stage 1 and 2. Children perform their singing to an audience at least once a year through class assemblies.
5. Essential knowledge is tested as part of low-stakes retrieval practice at the start of each Music session.
6. Composer of the half term operates on a two-yearly cycle so children become familiar with the work of great composers and musicians and begin to develop their own taste in music. These composers come from a range of music styles and time periods and include composers such as Gershwin, Vivaldi, John Williams and Hans Zimmer.

A 'Focused' Music Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. River Bank's curriculum overview sets out the 'topic' for each half term of Music.
2. Music medium-term planning highlights material we consider essential amongst other important material.

3. Teachers have clear subject knowledge sheets for each unit and videos to support their own knowledge of the subject and exemplar teaching sessions.
4. The essential Music knowledge makes up much of the retrieval practice that takes place at the start of each session.
5. Each year, the Music content is reviewed and refined with teachers, year leaders and curriculum leaders.

A 'Relevant' Music Curriculum

At River Bank primary school this is evident in our curriculum design in the following ways:

1. In Music, children are able to engage with school trips and activities which offer experiences to children and to make learning as concrete as possible. For example: weekly singing assemblies delivered by expert singing teachers from the Luton Music Service, annual pantomime performances allowing children an opportunity to see songs performed on a stage, music workshop experiences linked to cultural events.
2. Children have the opportunity to learn an instrument at three different times across KS2 in whole class instrumental lessons. This introduction to an instrument can then be continued into one-to-one sessions with an experienced music teacher.
3. We have musical clubs on offer to pupils including choir. The choir perform two concerts a year - at the airport in aid of charity at Christmas and alongside other local schools in the Singing Spectacular in the summer term.
4. In Music the material within our curriculum areas is relevant to our school's ethos and aims. Lessons have an active element with children combining music and movement to foster their enjoyment of the subject.
5. We support pupil's composition and creativity through opportunities to compose throughout different year groups. For example in Year 3, we are involved in the Finish This project which sees pupils composing an ending to a piece of music set by the English National Opera.