

RYHALL CE ACADEMY

Music Curriculum Statement



“Without Music, life would be a mistake.”

Friedrich Nietzsche

INTENT

At Ryhall CE Academy, we intend to provide a curriculum that is:

- ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Music is a universal language that embodies one of the highest forms of creativity and here at Ryhall CE Academy it is our aim is to nurture and enable children to develop a love of music and embrace their talent as musicians. This is achieved through actively participating in a sequence of music lessons and wider opportunities to learn and understand the different components that make up a piece of music. They learn to sing and to use their voices, to create and compose music on their own and with others while also exploring how to use the different instruments we have in school, including digital media. The knowledge children acquire from each lesson is continuously revisited and built on lesson on lesson, year on year and as pupils progress, they develop a critical engagement with music.

IMPLEMENTATION

Music teaching at Ryhall CE Academy delivers the requirements of the National Curriculum however we also understand that music is sometimes seen as a challenge to the non-specialist, and with this in mind, we provide teachers with the resources they need to fulfil the requirements of the National Curriculum by subscribing to 'Charanga' & 'Sing Up'. Charanga is designed so non-specialist teachers can provide high quality music lessons. Teachers with specialisms are not constrained by the scheme and are encouraged to use their own skills, if they wish to do so, to cover the objectives within their year group.

Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology. The BBC Ten Pieces work is also used with Upper Key Stage 2 when studying the Great Composers. This allows for progression of skills and adds breadth and variety to lessons.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Share

In KS1, the children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds.

Children in KS2 build on the skills acquired in KS1 so that, by the end of Year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

Children in all Key Stages also listen and move to a wide range of music, including the suggested list within Appendix 2 of the Model Music Curriculum (March 2021).

IMPACT

An assessment framework is designed and used to support moderation of standards across the year group and across the school. Formative assessments help to determine individual attainment and progress over time and against end of year/Key Stage expectations.

Here at Ryhall CE Academy, we cherish opportunities to share our musical creations as a school. Therefore, we provide children with the opportunity to take part in church services (e.g. Harvest, Remembrance, Christmas, Candlemas, Easter) as well as singing assemblies, nativity play (R/KS1), a LKS2 and UKS2 Musical and Music Celebration events (performing to both audiences of children and parents/family members). Alongside this we also have our KS2 School Choir which welcomes all children who enjoy singing. The choir performs in the local area. This provides children with the experience of performing as well as encouraging those who feel confident are encouraged to perform solo. Our KS2 Arts Council, which welcomes all pupils who enjoy any aspect of the visual (and performing) arts, works with the Headteacher (Music Subject Lead) to ensure that the Arts have a high profile across the school. This led us to achieve the Artsmark Gold Award in 2019 as well as the recommendation from the Northamptonshire and Rutland Music Hub to become a Music Mark Member in 2021 as a recognition of our commitment to Music.



Our Golden Threads

Subject Name: Music		Subject lead: Ms Katy Walker		Date 2021-2022	
How do the following 'Golden Threads' work within this subject?					
CHRISTIAN VALUES		LANGUAGE RICH		KNOWLEDGE RICH	
					
This subject supports our Christian Values by...		This subject supports children's language use and acquisition by...		This subject provides children with rich knowledge by...	
					
				This subject allows for active and engaged learners by...	

Developing Trust (alongside the character value of Resilience), by giving pupils the opportunity to perform in front of others, trusting those to appreciate performance.	Using subject specific vocabulary to describe music.	Gaining new knowledge of how a range of different genres and instruments sound, work, and complement each other.	Participating in their own assessment, so that they know how they are doing.
Developing Respect and Friendship by teaching children how to be in an audience and through supporting their peers.	Teaching children to use the correct terminology when describing instruments and the language of music, including the context within which any shared pieces were created.	Using knowledge and taught skills to create performances.	Providing children with the chance to learn through experimenting, practicing and then perform beyond the classroom.
Developing Compassion by learning that some people use Music to express their feelings.	Embedding the use of vocabulary within and out of lessons, through discussions and music appreciation.	Exposing children to a range of artists, movements, different songs and recordings beyond the Music Curriculum.	