



Music at Marshlands Primary School

Intent

Our music curriculum has been designed to encourage belonging, enjoyment, individuality, resilience and respect. Our children will appreciate the importance of Music as a tool for communication, wellbeing and creativity. Music at Marshlands is experiential. Children learn to appreciate different genres of music to express themselves through the skills they build, working towards performance. This enables our children to express their talents and be constructively critical.

Big Ideas

- Musicians & Composers
- Singing
- Instruments
- Notation
- Critique
- Genre, Time & Culture
- Performance

Content & Sequencing

We meet the aims of the national curriculum within the intended phases of school.

Our curriculum is designed to build on prior skills and knowledge. Planning is informed by the whole school scheme of Music Express.

We have a progression of skills which progresses throughout school. Each year builds on the skills taught in previous years and develops the children as performers, musicians and composers.

Other Subjects

Geography for exploring music from other locations.

Mathematics for looking at notation and timing.

History for exploring music from different times and genres.

Computing as a means of making, recording and exploring music.

PE for associating music with dance and gymnastics.

Teaching Strategies

Music has both theoretical and practical elements. Children's work is recorded (visual, audio) and saved to the shared area.

Children learn to appraise music, build their skills, write music (as appropriate for their age) and perform and evaluate their own music.

Retention

Reference to the Big Ideas throughout the teaching sequence.

Repetition of skills.

Revisiting vocabulary.

Progress & Attainment

Following the progression of skills to ensure that children's expertise are built upon.

Big Ideas are used to build on prior understanding.

Lessons are designed to show new skills and knowledge.

Self and peer assessment is used to encourage children to evaluate and constructively criticize their work.

For each year group, an example of one child's work is documented as the basis of what age-related looks like.

Support

Everyone has access to the music curriculum.

Adaptations, when appropriate, are made to activities to ensure all can access.

Should it be identified on a specific support plan following assessment with outside agencies, some pupils may access skills and knowledge from lower year groups.