

## **Music Curriculum at Phoenix Community Primary School**

### **Intent**

The key elements are taught on a rolling basis. At Phoenix Community Primary School, we believe that music is an important part of children's entitlement to a broad and balanced curriculum, in which children have the opportunities to develop and extend their skills and an opportunity to express their individual interests, thoughts and ideas.

Music embodies a universal language for one of the highest forms of human creativity. A high-quality music education should engage, inspire and develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should be able to develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

### **Aims:**

The national curriculum for music aims to ensure that all pupils:

1. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
2. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
3. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **Our curriculum prioritises:**

- Rich language development and oracy (expression through speech), building upon prior learning and reflection, using Seesaw and peer feedback.
- Pupils at all stages are given the opportunity and are expected to present their learning in front of other pupils and at key events.
- The use of subject-specific vocabulary to embed understanding and knowledge.

In order to ensure pupils have a broad understanding of a variety of musicians, their styles and history children are encouraged to sing and play musically with increasing confidence and control. As the children progress from EYFS through to KS2, children will develop an understanding of musical composition (using a variety of notation styles) , organisation and manipulating ideas within musical structures and reproducing sounds from aural memory. They will develop metacognition, as they progress through the school – using Seesaw to reflect on prior achievements, to inform future work, as well as peer reviews to provide immediate feedback.

The children's learning is further enhanced with participation in local community activities as well as national events, annual celebrations, such as nativities, carol services, music celebrations and year 6 productions, as well as Music Capital - Young Voices Choir and Kent Music opportunities .

### **Impact**

Outcomes are recorded as part of class evaluation and on the media platform Seesaw (in line with the skills coverage document) indicating a broad range of acquired skills. Pupils assess and review their work verbally or via annotations, including peer reviews for immediate reflection. This data is used for summative assessments, which will take place throughout the year and teachers/music leads record the progress and attainment against the National Curriculum expectations of attainment. Children in Foundation Stage are assessed for expressive music and their progress is tracked termly and reported to parents at the end of the reception year.