



Stowford School

Curriculum Statement for Music



Intent:

The Stowford Curriculum for music aims to ensure that all children:

- ♪ 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
- ♪ 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
- ♪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations



Implementation:

In order to ensure a progression of knowledge and skills in music, Stowford School follows the Charanga scheme of work across the whole school.

The Charanga scheme provides teachers with week-by-week lessons for each year group in the school, from nursery through to year 6. It is ideal for specialist and non-specialist teachers and provides **lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson.**

The learning within this scheme is based on: **Listening and Appraising; Musical Activities - Creating and exploring; Singing and Performing.**

Everything is clearly and simply explained and the planning support is extensive.

There are many resources to aid teachers and save time when looking for the right resource.

The Charanga scheme is supplemented by whole class instrument teaching in KS2 in our dedicated music room, 'The Qube'. School have several whole class sets of instruments and also hires, when desired, from Devon music services.

Singing is a feature of school life with singing assemblies weekly and song shares (where classes perform their songs with other classes) being a regular feature. Children have a chance to perform at key points of the year.

There is an opportunity for children to access individual instrumental lessons at the Music School at the neighbouring secondary school. This is parental choice and children are escorted from Stowford by a teaching assistant to attend.

The music subject leader keeps up-to-date and develops subject knowledge for themselves and for staff. A whole schools view is gained by ensuring continuity and progression of skills. Through monitoring, the subject leader focuses on children learning and progress made. This is based on learning walks, discussion with pupils and staff, looking at books and professional discussions. This then becomes linked to CPD and opportunities to share good practice.

The music curriculum provides a rich experience for all children in which they can develop skills to explore, access knowledge and make connection across all learning.

Assessment:

There is an easy-to-use framework that is useful for both music specialists and non-specialists. In essence, there are three aspects to the assessment:

- End of Key Stage Expectations with the expected musical learning against which to assess
- One-page lesson plans with the facility for teachers to formatively assess
- A digital evidence storage facility to help children build a musical E profile for classes and individual children



Impact:

Music is a universal language that embodies one the highest forms of creativity. The Stowford music curriculum engages and inspires children to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. As children progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination and perform.