

Music

Curriculum Intent

Our curriculum offers a high-quality Music education which is based on the principle that Music should be fun and engaging for all concerned, and that every child is a born musician. Alongside our motto of 'Feed the mind, free the imagination', we believe that music is like magic and that it has a role to play in every aspect of all of our lives, wherever and whoever we are. Every child can perform, evaluate, compose music and experience a range of musical styles.

At Apley Wood our Music curriculum offer is taught via a number of different resources that include Sing-up, BBC ten pieces, bespoke recorder lessons and the Telford and Wrekin Music hub, all of which is in line with the most recent National Curriculum guidance. Each year group has a number of units that consist of a variety of musical genres, songs and instrumental tuition. The varying songs/genres give children the opportunities to analyse and discuss the social, moral, cultural, and spiritual aspects of music and the impact music can have in a wider context.

The expectation is that the majority of pupils will move through each year group following the school's progression document. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Our Music curriculum focuses on giving the children opportunities to overlearn by focusing on vocabulary and different musical genres throughout the year and the key stages.

Curriculum Implementation

At Apley, we aim to enthuse children and to motivate them to learn. We do this by teaching the key substantive and disciplinary knowledge children need for each key stage in order to be able to compose, perform and evaluate music.

We offer exciting and engaging learning opportunities through weekly lessons that include Sing-up, BBC ten pieces, bespoke recorder lessons and the Telford and Wrekin Music hub.

Years 1,2 and 3 cover six units per year and each unit offers the opportunity for children to access a range of genres, and instruments along with developing technical, constructive and expressive elements. The first lesson of each unit introduces the focus in terms of substantive and disciplinary knowledge; this is then developed, and a final lesson assesses the learning through exciting performances and activities. Topics focus on a song/genre or technical elements, such as how to play an instrument or read music. The topics provide opportunity for children to listen, sing, perform, compose, improvise and evaluate. Years, 4, 5 & 6 have 4 units as described above but in addition to this, they also have one term of lessons provided by Telford Music Hub. This offers the opportunity for children to have access and learn different musical instruments throughout the year such as, violin, ukulele and an alternative woodwind instrument to recorder. To aid children in knowing and remembering more, each year group completes a RAG rated vocabulary quiz at the start and end of topics and in KS2 children have a music notation book that follows them through school which key vocab and notation can be written into.

The Music curriculum for EYFS is weaved throughout all areas of learning. Children are given opportunities to access Music on a daily basis during carpet time, transition times and through continuous provision, during their independent learning time. Children take part in singing, creating music and dance and movement. They are exposed to a range of songs, music and instruments from all cultures.

Weekly singing assemblies for each key stage provide opportunities to consolidate substantive and disciplinary knowledge and assist with helping the pupils to know and remember more. There are also opportunities for each year group to perform as part of a wider group within their key stage, for example KS1 Christmas nativity, KS2 Easter performance and Year 6 leavers play. Each performance opportunity is also built into each year groups curriculum plan.

Extra-curricular activities such as Apley Wood Choir and Young Voices choir provide additional opportunities for implementing substantive and disciplinary knowledge, whilst opportunities such as the Young Voices and London residential provide experience of music within the wider world context and enrich cultural capital. Both individual and small group music tuition is delivered by local external providers in a variety of instruments including guitar and keyboard.

Curriculum Impact

Throughout each lesson, formative assessment takes place and feedback is given to the children through verbal feedback, close the gap and extension tasks. If applicable written feedback is also provided however this is not always relevant or appropriate. Children are regularly asked to assess their own work verbally and to identify a suitable next step for themselves based on the learning outcome for the lesson.

Our assessment documents clearly identify the key learning required by the end of each unit of work and are completed and updated at the end of each term. Teachers assess children's vocabulary understanding at the start and end of each topic by completing a RAG rated vocabulary quiz in years 1-6. Key recordings of performances are saved to Seesaw to allow teachers to assess and measure children's progress and attainment.

The outcomes of the assessments inform teachers' planning to ensure that they are meeting the needs of each pupil which allows them to progress in their musical knowledge.

We aim for the impact to be that our children can effectively recall and build upon prior knowledge and skills to deepen their learning in Music, and they are well prepared for the next stage of their education.

