



Chadsgrove Curriculum Long Term Planning: Music

'Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.'

(Model Music Curriculum March 2021)

Curriculum Intent

Our curriculum for Music aims to provide opportunities to plan sequences of work, learning outcomes and teaching approaches that enable pupils to:

- Become successful learners by giving them opportunities to develop their independence and use their creativity in practical music making
- Communicate and express themselves by creating, developing and extending musical ideas
- Appreciate the relevance of music to their lives as it can motivate them to enjoy learning and to develop the skills and attitudes needed to succeed across the curriculum
- Explore adaptive equipment/technology that improves access and helps overcome physical barriers to music-making
- Learn to cooperate with others to reach a common goal through playing, rehearsing and performing music
- Develop critical skills by giving them opportunities to evaluate their own work and the work of others
- Learn about music in a range of styles, genres and traditions, helping them to develop enquiring minds and learn to process information, reason, question and evaluate
- Experience positive interaction with music and the development of individual performing skills to increase confidence and self-esteem
- Foster a sense of achievement and self-worth, and the ability to work confidently and cooperatively with others
- Experience a wide variety of musical performances, both onsite and offsite, with opportunities to enjoy professional productions
- Receive appropriate accreditation and opportunities for life beyond school

At Chadsgrove School, pupils have a discreet Music lesson each week, focussing specifically on the curriculum detailed below. In addition to their timetabled Music lessons, pupils also experience music throughout their school day, and this includes songs for transition, daily listening repertoire, sensory stories, TACPAC, dance/movement sessions, enrichment opportunities (including Music Therapy), extra-curricular activities, assemblies and within whole-school events.

The Long Term Plan identified for each key stage is appropriately differentiated in order to reflect the needs and abilities of pupils on our different Curriculum Pathways. All of the pupils at Chadsgrove need to access highly differentiated and personalised learning experiences, and we recognise that skills may be expressed instrumentally, vocally or through music technology. The Long Term Plan forms the basis of each teacher's Medium Term Plans, which contain further details of the content and activities, appropriately matched to pupils' needs and ability levels.

For pupils on the Semi-Formal Curriculum Pathway:

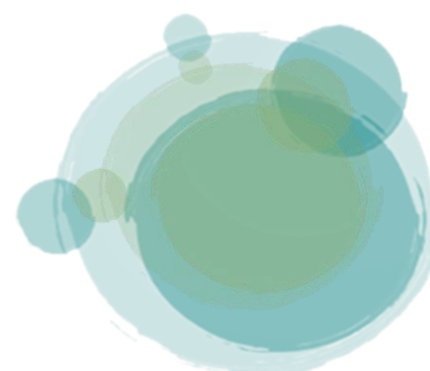
- A specific musical focus is identified for each term (for example, 'exploring pitch') and this musical dimension is explored separately for progression and assessment purposes (with other inter-related musical dimensions, or even all, being explored throughout)
- Each termly topic is based on a unit from Music Express that is considered relevant to the class theme for that term
- Multi-sensory approaches include a number of different activities within each Music lesson, such as singing, moving, playing instruments and composing
- Visuals (including symbols, pictures and puppets/relevant objects) add another dimension to musical learning
- Physical involvement is an important aspect of music learning, and so pupils explore action songs and rhymes, and are encouraged to move, dance and/or sign at the same time as singing/vocalising
- Opportunities enable pupils to learn about music through physical contact with an instrument and/or sound source.

For pupils on the Formal Curriculum Pathway:

- A specific musical focus is identified for each term (for example, 'exploring pitch') and this musical dimension is explored separately for progression and assessment purposes (with other inter-related musical dimensions, or even all, being explored throughout)
- Each termly topic is based on a unit from Music Express that is considered relevant to the class theme for that term
- Pupils are guided towards developing and showing their understanding of the inter-related musical dimensions through listening, responding, singing, instrument-playing, and moving
- Visuals (including symbols, pictures and appropriate notation) add another dimension to musical learning
- Understanding of key words and musical concepts is supported through written visuals (text, symbols and musical scores), and through each pupil's own collection of their written work, where appropriate
- Opportunities enable pupils to build on previous learning in the subject, to link this to other areas of the curriculum, and allow active involvement in the processes that lead up to a performance/sharing of work
- The necessary skills required for future accreditation opportunities form the basis of all teaching and learning opportunities.

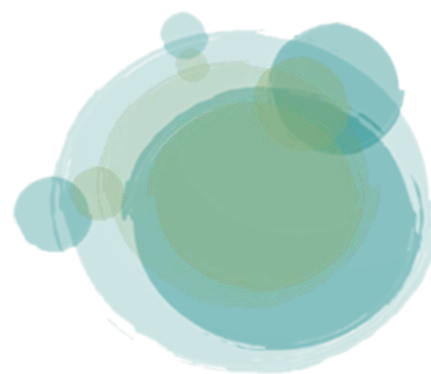
Curriculum Implementation

<u>5LS</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024-2025	Wonderful World	Perfect Plants	Journeys
Music 1	Exploring Beat Aims from Music Express Toys	Exploring Pitch Aims from Music Express Seasons	Exploring Sounds Aims from Music Express Weather
2025-2026	People and Places	Amazing Animals	Out at Sea
Music 2	Exploring Beat/Sounds Aims from Music Express Number, Our School	Exploring Pitch Aims from Music Express Animals	Exploring Performance Aims from Music Express Travel
2026-2027	All About Me	Let's Build	Out and About
Music 3	Exploring Sounds/Beat Aims from Music Express Ourselves, Our Bodies	Exploring Beat Aims from Music Express Machines, Pattern	Exploring Sounds Aims from Music Express Storytime



<u>6LS/8LS</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024-2025	New Adventures	Space and the Solar System	Fantasy and Magical Worlds
Music 1	Exploring Performance Aims from Music Express Moving On	Exploring Listening Aims from Music Express Solar System	Exploring Composition Aims from Music Express At The Movies
2025-2026	Our Environment	Jungle Beat	Around the World
Music 2	Exploring Pitch Aims from Music Express Animals, Seasons	Exploring Pitch Aims from Music Express Our Land	Exploring Performance/Sounds Aims from Music Express Travel, Sounds
2026-2027	Marvellous Me: Our Bodies and Minds	Clever Construction/Rise of the Robots	Pirates/Water
Music 3	Exploring Sounds/Beat Aims from Music Express Ourselves, Our Bodies	Exploring Beat/Sounds/Composition Aims from Music Express Machines, Storytime, Communication	Exploring Pitch Aims from Music Express Water

<u>9US/11US</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
2024-2025	How Things Move and Work	Mysteries	Rivers and Coasts
Music 1	Exploring Beat Aims from Music Express Building	Exploring Structure/Pitch Aims from Music Express Ancient Worlds/In The Past	Exploring Composition Aims from Music Express Environment
2025-2026	Africa	Community/Recycling	Celebrations
Music 2	Exploring Performance Aims from Music Express Roots	Exploring Performance/Structure Aims from Music Express Our Community/Recycling	Exploring Performance Aims from Music Express Celebration/Food and Drink
2026-2027	Victorian Britain	The Human Body	Asia
Music 3	Exploring Notation Aims from Music Express In The Past	Exploring Structure/Beat Aims from Music Express Human Body, Life Cycles, Keeping Healthy	Exploring Pitch/Beat Aims from Music Express China, Around the World, Time



<u>12US</u>	<u>WJEC Unit</u>	<u>WJEC Description</u>
2024-2025	Ensemble Music Performance Credit Value 5	This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.
2025-2026	Composing Music Credit Value 4	This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.
2026-2027	Solo Music Performance Credit Value 4	This unit aims to equip the learner with the skills required to perform a variety of solo pieces.
2027-2028	Appraising Music Credit Value 5	This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions.

Curriculum Impact

The teaching of Music throughout Chadsgrove School results in an increase in the profile of music, with all teachers and pupils sharing a love for and appreciation of music. It ensures that:

- Pupils enjoy music as performers, composers and listeners, using it as a means of self-expression and communication
- We all learn to value the creativity of others, with all pupils having the opportunity to perform music in different ways as appropriate to each individual, and present performances in front of an audience
- Pupil achievement in music-making activities raises self-esteem and develops confidence, thus boosting wellbeing and increasing positive mental health
- Our range of specialist equipment and resources enables pupils to overcome specific barriers to music-making, and this increased access can be explored in other areas of the curriculum
- Teachers and Teaching Assistants have high expectations and quality evidence is presented in a variety of forms
- Pupil progress is monitored and assessed using the Sounds of Intent Framework, and this data logged on SOLAR
- As pupils progress through the school, the assessment process allows a clearer picture of their future goals to emerge; pupils are supported to work towards an appropriate pathway for their future beyond school
- Monitoring and moderation by the Subject Leader ensures that all teachers of Music complete planning and assessment to a high standard, and support teachers in developing their practice where needed
- Effective delivery is complimented by involvement with other schools, visiting practitioners, professional ensembles and off-site musical opportunities
- Our pupils thrive through their enjoyment of music!

