



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)

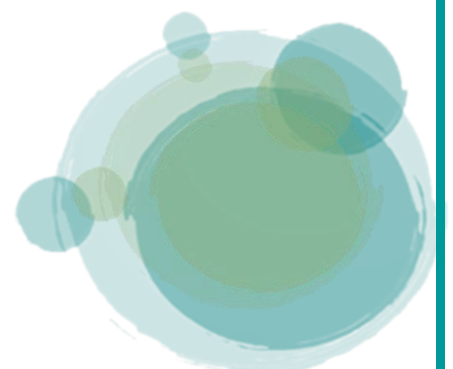
Curriculum Intent

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 Programmes of Study identified for each key stage are 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. The musical focus for each term is one of the inter-related musical dimensions (Pre-Formal Pathway) or based on a relevant unit from Music Express (Semi-Formal and Formal Pathways).



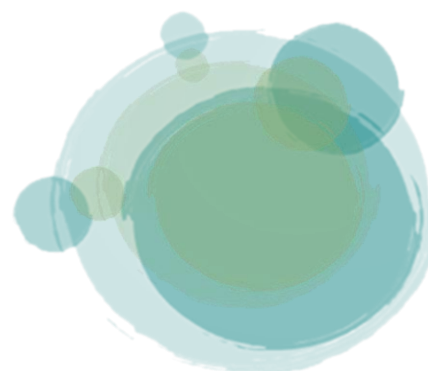
Curriculum Implementation

Early Years Foundation Stage:

<u>EYFS</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Music 1	Exploring Instruments (All About Me/Clothes)	Exploring Dynamics (Animals/Living Things)	Exploring Tempo (Water/Holidays)
Music 2	Exploring Texture (All About Me/Materials)	Exploring Pitch (Transport/Shapes)	Exploring Timbre (People Who Help Us/Pets)
Music 3	Exploring Duration (All About Me/Nursery Rhymes)	Exploring Rhythm (Light and Sound/Colours)	Exploring Structure (Food/Keeping Fit)

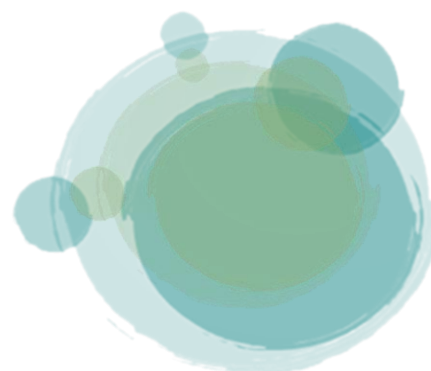
Key Stage 1:

KS 1 Pre- Formal	Autumn	Spring	Summer
Music 1	Exploring Instruments (My Little Forest)	Exploring Dynamics (The Secret Garden)	Exploring Tempo (Star of the Show)
Music 2	Exploring Texture (Step Back in Time)	Exploring Pitch (Around the World)	Exploring Timbre (Habitats)
Music 3	Exploring Duration (Getting to Know You)	Exploring Rhythm (People Who Help Us)	Exploring Structure (This is Me)
Music 4	Exploring Performance (Adventure Time)	Exploring Composition (Space)	Exploring Listening/Responding (In the Summer Time)
KS 1 Semi- Formal and Formal	Autumn	Spring	Summer
Music 1	Exploring Beat TOYS (Wonderful World)	Exploring Pitch SEASONS (Perfect Plants)	Exploring Sounds WEATHER 1&2 (Journeys)
Music 2	Exploring Beat/Sounds NUMBER/OUR SCHOOL (People and Places)	Exploring Pitch ANIMAL (Amazing Animals)	Exploring Performance TRAVEL (Out at Sea)
Music 3	Exploring Sounds/Beat OURSELVES/OUR BODIES (All About Me)	Exploring Beat MACHINES/PATTERN (Let's Build)	Exploring Sounds STORYTIME (Out and About)



Key Stage 2:

KS 2 Pre- Formal	Autumn	Spring	Summer
Music 1	Exploring Instruments (A Sense of Autumn)	Exploring Dynamics (Under the Sea)	Exploring Tempo (Down on the Farm)
Music 2	Exploring Texture (Traditional Tales)	Exploring Pitch (Amazing Asia!)	Exploring Timbre (Animals on Safari)
Music 3	Exploring Duration (My Favourite Things)	Exploring Rhythm (Aladdin's Magical Journey)	Exploring Structure (Let's Go to the Beach)
Music 4	Exploring Performance (On Our Travels)	Exploring Composition (Spring is Here!)	Exploring Listening/Responding (The Great Outdoors)
KS 2 Semi- Formal and Formal	Autumn	Spring	Summer
Music 1	Exploring Performance MOVING ON (New Adventures)	Exploring Listening SOLAR SYSTEM (Space and the Solar System)	Exploring Composition AT THE MOVIES (Fantasy and Magical Worlds)
Music 2	Exploring Pitch ANIMALS/SEASONS (Our Environment)	Exploring Pitch OUR LAND (Jungle Beat)	Exploring Performance/Sounds TRAVEL/SOUNDS (Around the World)
Music 3	Exploring Sounds/Beat OURSELVES/OUR BODIES (Marvellous Me: Our Bodies and Minds)	Exploring Beat/Sounds/Composition MACHINES/STORY-TIME/ COMMUNICATION (Clever Construction/Rise of the Robots)	Exploring Pitch WATER 1&2 (Pirates/Water)



Key Stage 3:

KS 3 Pre-Formal	Autumn	Spring	Summer
Music 1	Exploring Instruments (Magic Carpet Rides)	Exploring Dynamics (African Adventure!)	Exploring Tempo (The Circus is in Town)
Music 2	Exploring Texture (Terrific Transport)	Exploring Pitch (Crazy Climates)	Exploring Timbre (Cool Conservation)
Music 3	Exploring Duration (Because of You)	Exploring Rhythm (Let's Grow Together)	Exploring Structure (Rise and Shine)
Music 4	Exploring Performance (Wizards and Witches)	Exploring Composition (As the Snow Melts)	Exploring Listening/Responding (Alice in Wonderland)
KS 3 Semi- Formal and Formal	Autumn	Spring	Summer
Music 1	Exploring Beat BUILDING (How Things Move and Work)	Exploring Structure/Pitch ANCIENT WORLDS 1&2/ IN THE PAST (Mysteries)	Exploring Composition ENVIRONMENT 1&2 (Rivers and Coasts)
Music 2	Exploring Performance ROOTS (Africa)	Exploring Performance/Structure OUR COMMUNITY/ RECYCLING (Community/Recycling)	Exploring Performance CELEBRATION/ FOOD and DRINK 1&2 (Celebrations)
Music 3	Exploring Notation IN THE PAST (Victorian Britain)	Exploring Structure/Beat HUMAN BODY/LIFE CYCLES KEEPING HEALTHY (The Human Body)	Exploring Pitch/Beat CHINA, AROUND THE WORLD/TIME 1& (Asia)

Key Stage 4/5:

KS 4/5 Pre-Formal	Autumn	Spring	Summer
Music 1	Exploring Instruments (Our Trip to Hogwarts)	Exploring Dynamics (Around the World)	Exploring Tempo (Our Blue Planet)
Music 2	Exploring Texture (Through the Looking Glass)	Exploring Pitch (Gap Year Adventure)	Exploring Timbre (Carnival)
Music 3	Exploring Duration (The Magic of the Musicals)	Exploring Rhythm (Wonderful Wildlife)	Exploring Structure (The Grimm Brothers)
Music 4	Exploring Performance (Dreams)	Exploring Composition (Eurostar!)	Exploring Listening/Responding (Prehistoric)
KS 4/5* Semi- Formal and Formal	Autumn	Spring	Summer
Music 1	Composing Music (6342 – 4 credits*)		
Music 2	Appraising Music (6343 – 5 credits*)		
Music 3	Solo Music Performance (6340 – 4 credits*)		
Music 4	Ensemble Music Performance (6341 – 5 credits*)		

* Optional accreditation available at Entry Level 2 and Entry Level 3. Course content based on WJEC Entry Level Pathways in Creative, Media and Performance Arts and/or Arts Award Discover and Explore.

Curriculum Impact

Our curriculum is experienced throughout Chadsgrove School and 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!

