

# Sutton Park Primary School

## Music

<p style="text-align: center;"><u>Sutton Park Curriculum Drivers</u></p> <p><b>Aspiration</b> (so that our children always strive for success and aim high in all they do); <b>Communication</b> (so that our children can develop the language and skills necessary to communicate effectively); <b>Understanding</b> (so that our children understand where they came from, where they are going and to appreciate the diversity of different communities and individuals) and <b>Restorative Behaviours</b> (so that our children take responsibility for their actions and can build successful relationships).</p>	<p style="text-align: center;"><u>Curriculum Progression (including concepts)</u></p> <p>We encourage our children to ‘think musically’ by demonstrating a growing understanding of the following progressive areas of disciplinary knowledge:</p> <p>Listening and appraising Singing Composing Rehearsing Performing Evaluating</p> <p><b>Key concepts:</b> A range of these concepts are explored through two music projects throughout the year and provide lenses through which to develop musical progression and passion.</p> <p><b>Listening and Appraising</b> (listening critically to pieces of music and using music vocabulary to describe them as well as considering personal likes and dislikes and comparing music genres)</p> <p><b>Singing</b> (developing understanding of beat and rhythm to sing as part of a group or beginning to take on solo pieces)</p> <p><b>Composing</b> (using musical understanding and stimulus to compose own pieces as a group, developing understanding of creating moods)</p> <p><b>Performing</b> (opportunities to perform composed pieces to gain personal confidence and understanding of working as a group)</p>	<p style="text-align: center;"><u>Intent</u></p> <p>Through our Music curriculum, at Sutton Park Primary School, our objective is to inspire creativity, self-expression and encourage our pupils on their musical journeys as well as providing them opportunities to connect with others and begin to understand music’s place within the wider world. We hope to foster a life-long love of music by exposing children to diverse musical experiences and igniting a passion for music.</p>
<p style="text-align: center;"><u>EYFS at Sutton Park</u></p> <p>Music is encompassed in the Expressive Arts and Design area of learning. The EYFS curriculum is mapped carefully to make links to the music curriculum throughout the year as children are introduced to listening carefully, singing together and exploring sounds. Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music, movement and dance.</p>	<p style="text-align: center;"><u>Lesson Structure</u></p> <p>Each session follows a clear structure supported by Rosenshine’s Principles of Instruction (Review, Check for Understanding, Provide Models, Provide Scaffolds, Guide practice).</p> <div style="text-align: center; margin-top: 20px;"> <pre> graph LR     A[Revisit/ Review] --&gt; B[Teaching - introduce new learning]     B --&gt; C[Vocabulary check]     C --&gt; D[Independent/ group/ paired activity]     D --&gt; E[Assess/ Review]     </pre> </div>	<p style="text-align: center;"><u>Cultural Capital</u></p> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.</p> <p>Through our music curriculum we build cultural capital with:</p> <ul style="list-style-type: none"> <li>Whole class musical tuition in Year 4</li> <li>Whole class recorders in Year 3</li> <li>Opportunities to join a Rock Steady band</li> <li>Participation in out of school music events</li> <li>Performances with an audience (Christmas Concerts, Nativity and Year 6 Production)</li> <li>Exposure to music from around the world</li> </ul>

### Music Whole School Overview

	Autumn	Spring	Summer
Year 1		Totally Terrific Toys	Sun, Sea, Sand and Sovereigns (Significant composer - Edvard Grieg)
Year 2	What happened on Pudding Lane in 1666? (The Great Fire of London)		Our Blue Planet (Significant composer – Miles Davies)
Year 3		Rock, Relics and Rumbles (Volcanoes and Earthquakes)	Tomb Raiders (Ancient Egypt) (Significant composer – Pytor Ilyich Tchaikovsky)
Year 4		The Romans	Quest for the Kingdom (Significant composer – Igor Stravinsky)
Year 5	Ancient Greece		The Triple Trawler Tragedy (Significant composer – Thomas Tallis and Antonio Vivaldi)
Year 6	Journey Through the Amazon (Traditional Amazonian music)		Changes Since WW2 (Significant composer – Wolfgang Mozart and Ludwig van Beethoven)

### Assessment

Children are assessed in music using specific year group objectives devised from the National Curriculum. Teachers build a picture of pupils' capabilities throughout the year using formative assessment.

At the end of the academic year, teachers meet the child's new teacher to discuss what gaps the children have in their progression through the music curriculum. At the start of each music unit, teachers review previous learning and aim to plug any gaps in their disciplinary knowledge that may hinder the pupils' progress in the unit they are covering.

Evidence of pupils meeting music curriculum objectives may be present in pupil's topic books, demonstrated in their final product and may have been witnessed by the class teacher.

Retrieval based learning techniques are used throughout the unit to ensure pupils remember more.

In Year 5, during recorder sessions, pupils have opportunities to be assessed against each piece of music to be awarded different level 'belts'.

### Impact

Pupils are able to enjoy music – either as listener, creator or performer. They can discuss music and comprehend its parts using technical vocabulary. They can sing, feel a pulse, add rhythms and create melodies in a group and can further develop these skills in the future, continuing to enjoy and embrace music in their lives.

Whilst in school, children have opportunities to explore and be critical about their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve. The integral nature of music and the learner creates a wide range of opportunities from which a child may access fundamental abilities such as; achievement, self-confidence, interaction with and awareness of others and the wider world and self-reflection. Music will also support the development and understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world.

### Key Musical Sequence of Learning

