

Music Core Purpose Statement

Intent: (what is the purpose of this subject)

The music curriculum aims to provide high-quality, engaging and enjoyable learning experiences that will inspire and challenge our students developing skills and techniques that will foster a love of music. During their learning journey from EYFS to Yr 6, our children will become proficient in the main foundations of music:

- Pulse **Main focus in KS1*
- Rhythm **Main focus in KS1*
- Pitch
- Composition **Main focus in KS2*
- Improvisation **Main focus in KS2*

We will listen, understand and evaluate music through the ages, genres and works from respected composers. Each year group will have instrumental foci emphasising **performance** and **composition** inclusive to the national curriculum and the schools cultural context. We will maximise our relationships with our local community increasing our cultural capital for all pupils.

Implementation: (how is this structured/sequenced)

The music curriculum is planned using the metaphor of colours. Children will learn the primary, then secondary foundations of music by **performing, listening, singing** and **evaluating**. By focusing on these main foundations and skills of pulse, rhythm, pitch and using instruments as a tool, our children build on each skill year by year, with the expectation and impetus on performance and the creation of music. Each year group's instrumental choice is based on complexity and physical limitations building in complexity.

Phase 1:

- Year 1 – Classroom percussion instruments
- Year 2 – Singing and Ukulele
- Year 3 – Recorder & ensemble work

Phase 2:

- Year 4 – Pitch & Percussion (Djembe/Glockenspiel/Vocals)
- Year 5 – Rhythm Cycles from around the world & Samba
- Year 6 – Samba, composition and leadership

We deliver our music curriculum through 1 hour lessons each week enhanced by further opportunities with our Junior Choir, Infant choir and our Musical Theatre group. Instrumentally, we offer recorder ensemble, ukulele choir and a phase 3 Samba Band. There is a proposed string ensemble, wind ensemble and guitar ensemble starting spring 2022.

The cultural capital in this subject is endless, but at Clapham Manor we have the Winter

production, Harvest & Spring Singing Festivals and the Music Extravaganza. Externally we are regular participants of the Lambeth Junior & Infant Music Festivals, City River Music Festival, local performances at Trinity Hospice and Christmas Lights at Clapham Old Town.

To further develop children cultural capital, we have 12 visiting peripatetic tutors covering many instruments (Inc. harp, violin, piano, guitar and vocals) providing students 1-1 or small group tuition during the school week. We are proud to offer subsidies lessons for children eligible for pupil premium funding.

Pedagogy: (what is the approach taken)

What will you see in a lesson?

Every music lesson will be centred around the whole school approach for teaching and learning (see Curriculum Core Purpose) in the following areas:

1. **Memory platform** – children will revisit material from the previous lesson(s) with a focus on the sticky knowledge points. Examples of memory platform could include notation reading and staff drawing, vocabulary displayed for students to explain the meaning, performing rhythms/passages on body percussion/instruments or singing/remembering lyrics and parts of songs currently studying.
2. **Connect** – To recap their last lesson and how it will help children in their current lesson and to listen to high quality recordings/videos.
3. **Keywords** – Explicit teaching of new vocabulary with the use of visuals and/or demonstrations.
4. **Modelling** – Music Specialist will model how to perform, read, create and sing the learning repertoire with correct technique and demonstrate a ‘professional’ outcome, using these skills.
5. **Independent practise** – Children will practise the topic using the techniques taught, modelled, and create their own high-quality performance on instruments/voice or their own composed music.

Evaluation: (how will outcomes be measures for your subject)

Regular in-class analysis of class work, performances and listening to evaluate. Each week there will be a ‘memory platform’ to strengthen prior learning, with consistent formative-assessments in ensuring that the “Big Questions” are understood and achieved. Class, year and whole school performances will be documented for reference and archiving – ensuring that assessment is a positive and healthy experience for students in the music curriculum.

Impact: (what are the outcomes of your subject)

By the end of key stage 2, our students will have gained the *knowledge* and *practical* skills to show the fundamentals of music, that being strong pulse, rhythmic skills and using and reading pitch and music notation. Learning pulse on classroom percussion instruments will then lead to more advanced homophony and practical skills in recorder and ukulele ending in complex polyrhythms and contrapuntal textures in mixed instrumental ensembles.

Each year will progress in performance based opportunities supported by music theory knowledge.

Next steps: (what are the key priorities for development in this subject)

1. To increase summative assessment in instrumental music (ABRSM/TRINITY EXAMS/ROCKSCHOOL)
2. To further develop extra-curricular groups/ensembles – such as school orchestra/string ensemble
3. To enhance musical theatre and music/drama throughout each year group