|  |
| --- |
| **Atlas Academy – Music Curriculum Intent 23-25**  At Atlas Academy, music enables our pupils to develop their knowledge and critically engage with a wide variety of music from different cultures and time periods. These skills help them to develop their skills in music and also begin to refine their individual tastes. We intend for them to:   * develop their listening and response skills; * compose their own music using a variety of instruments; * perform and share the music they have created; * appraise the music of their peers and other music creators; * be exposed to music from a variety of cultures and time periods.   Our Music Curriculum at Atlas follows the ***Charanga*** Music scheme of learning. This Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.  **How the Scheme is structured**  Each Unit of Work comprises the of strands of musical learning which correspond with the National Curriculum for Music:   * Listening and Appraising * Musical Activities * Warm-up Games * Optional Flexible Games * Singing * Playing instruments * Improvisation * Composition * Performing   Over the course of the next five years, we will gradually move over to the Charanga Model Curriculum where teachers are given more freedom to choose a range of songs and activities to tailor the curriculum to each cohort. We have made the decision to roll this out from Year 1 until eventually everyone will be teaching from the Model Music Curriculum. |

**Long Term Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | Me! | My Stories | Everyone! | Our World | Big Bear Funk | Reflect, Rewind & Replay |
| **Year 1** | My Musical Heartbeat  (Model Music Curriculum) | Dance, Sing & Play  (Model Music Curriculum) | Inventing A Musical Story  (Model Music Curriculum) | Recognising Different Sounds  (Model Music Curriculum) | Exploring Improvisation  (Model Music Curriculum) | Our Big Concert  (Model Music Curriculum) |
| **Year 2** | Hands Feet Heart | Ho Ho Ho | I Wanna Play In A Band | Zootime | Friendship Song | Reflect, Rewind & Replay |
| **Year 3** | Doncaster Music Services - Recorders | | | | | |
| **Year 4** | Doncaster Music Services – Ukulele | | | Doncaster Music Services - Clarinets | | |
| Doncaster Music Services - Clarinets | | | Doncaster Music Services – Ukulele | | |
| **Year 5** | Livin’ On A Prayer | Classroom Jazz 1 | Make You Feel My Love | Fresh Prince Of Bel-Air | Dance In The Street | Reflect, Rewind & Replay |
| **Year 6** | Happy | Classroom Jazz 2 | A New Year Carol | You’ve Got A Friend | Music & Me | Reflect, Rewind & Replay |

|  |  |
| --- | --- |
| **Atlas Academy - Music Skills Progression** | |
| **Year 1 –** Charanga Curriculum  **Year 2 -** Charanga Curriculum  **Year 3 -** Doncaster Music Services – Performing Solo as part of an ensemble. | **Year 4 -** Doncaster Music Services – Performing Solo as part of an ensemble.  **Year 5 -** Charanga Curriculum  **Year 6 -** Charanga Curriculum |

|  |
| --- |
| **Music In Foundation Stage 1**  In the Foundation Stage 1 at Atlas Academy, we use music to hour pupils to develop their language skills further and learn through songs such as nursery rhymes and songs that ask them to do things, teaching them life lessons and basic forms of meaning. They get the opportunity to explore a range of instruments, songs and rhythms which helps with their cognitive development, gross & fine motor skills, communication, memory and pattern recognition.  **Doncaster Music Services**  We have invested heavily in providing quality, professional instrumental tuition from Doncaster Music Services in our Lower KS2 classes so that they have a sustained opportunity to develop their instrumental ability over the two years. The First Access programme is based on teaching foundation activities in which general musicianship skills are explored, practised and developed. These skills include rhythms, singing, basic history of music (including the history of the instrument), dynamics, aural (listening) skills, tempo, keeping the pulse and timbre. It is also key that children can be expressive through physical responses, such as clapping, tapping or moving their bodies to music. The main part of the First Access programme will be teaching our pupils how to play the instrument. This will include many factors such as posture, how to use the instrument safely and correctly with correct hand position, learning to play simple and guided pieces of music aurally and using notation, leading to experiences of ensemble playing, improvisation and performance. The First Access programme works alongside the Key Stage 2 National Curriculum for Music. |

**Additional Offer**

**The Astrea Promise**

The Astrea Promise is a strategic commitment to ensuring that the pupils in our primary academies have equity in the performance related opportunities afforded to them. It is what we do to make sure that each of our 5000+ primary pupils will discover their personal passions, grow their individual talents and connect with the activities that will bring them enjoyment and fulfilment into their adult lives.

It is:

* How we ensure our pupils are given an excellent grounding in the curriculum areas of PE, ***Music and Performing Arts***.
* How our pupils get the chance to be taken beyond the curriculum and into the rich and diverse life experiences provided by sport, musicianship and the performing arts.
* How we identify, provide for and nurture those individuals who show incredible raw talent, setting them up for success at the highest levels.

At regional and national levels, we partner with individuals and groups who are committed to ensuring equal opportunities for young people, no matter their background. For those young people with incredible raw talent, we work together under the premise that “if equality is the end goal, equity is the means to get there” – by which we mean that we work with our partners to ensure that individuals gain the tailored support they need to enter elite pathways.

**What this looks like at Atlas Academy**

**Weekly Singing Assemblies:** an opportunity to increase the sense of community our school, while helping to improve our pupils' physical and mental well-being and their musicality.

**Small Group Tuition:** where our pupils are given the opportunity to learn an instrument in smaller group sessions and really start to develop their instrumental and notation reading skills.

**School Choir:** provides a space for pupils that love singing more than the average to develop their singing and ensemble skills. The weekly school choir sessions supplement and enhance wider, communal singing in school, as well as providing an ensemble which represents the excellence of the school internally and externally.