



Music Curriculum – Intent, Implementation, Impact

Subject Lead: F. Goodwin

Intent

- West Boldon Primary School follows the Dimensions ‘Learning Means the World’ curriculum which links with the National Curriculum statements and objectives. Oversight of curriculum coverage and ensuring the curriculum meets national requirements is further supported by our curriculum progression, knowledge maps and assessment support documentation.
- Music teaching at West Boldon Primary School aims to follow the specifications of the National Curriculum; through our Learning Means the World Curriculum by Dimensions to provide a broad, balanced, and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills.
- The intention of the music curriculum at West Boldon is for children to take an active part in music making in a variety of ways.
- We believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.
- We want to inspire an interest and curiosity in a range of musical styles and traditions, and to use music to learn about other cultures. Through exposure to and appraisal of a broad range of musical genres, we endeavour to inspire children to find music that moves them, that they will continue to take joy from throughout their lives, as their tastes change and mature.
- To ensure that a rich and challenging music curriculum can be delivered in school, I liaise with staff regularly and complete resource audits so that the appropriate resources are available.
- A wide variety of resources are available in school.
- Staff expectations are outlined in a ‘Staff Guidance’ document and frequent communication through email, staff meetings and phase meetings ensure that this guidance has been understood and has been followed

Implementation

- As music lead, I ensure that teaching within the subject is strong by monitoring and reviewing schemes of work in long-term planning, carrying out and feeding back on observations, and conducting staff audits which inform professional development opportunities.
- Teaching staff are asked to follow a particular structure set out within the topics/key themes of Dimensions curriculum to ensure that the children develop the necessary skills: instrumentation, notation, cultural understanding, musical vocabulary, musical elements and singing. Following these steps ensures that staff impart key knowledge

to the pupils and supports their progression. This is in addition to the 'Knowledge Builders' that can be found in the online Dimensions files which help support both teachers identify the skills they have developed and built upon.

- Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Explorers' children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.
- Staff audits enable me to focus on key areas for professional development relevant to the individual needs of the teaching staff.
- Overseeing assessment is essential to secure progression of knowledge as analysis of this data enables any gaps in the curriculum to be plugged. As subject lead I support the assessment of the children's progression by ensuring the staff are given guidance on the judgements they make and providing them with the appropriate documentation to do so.
- Class observations, discussions with student ambassadors and hot chocolate chats with the children provide an opportunity to ensure that the curriculum is being followed in the classroom and the children are engaged and pupil voice is heard.
- The music resources are well organised and audited regularly.

Impact

- As subject lead I am responsible for raising the standards of Music across the school. Ongoing termly assessments enable me to identify gaps and trends in the curriculum and pupil attainment.
- The Dimensions curriculum showcases the integral nature of music, and the learner creates an enormously rich palette from which a child may access fundamental abilities such as; achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.
- Through Dimensions and our themes, our children can enjoy music in as many ways as they choose – either as listener, creator or performer. They can sing and feel pulse, and have an understanding of how to further develop skills less known to them, should they ever develop and interest in their lives.
- As subject lead I also ensure our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.
- We measure the impact of our curriculum through the following methods: pupil discussions and interviewing the pupils about their learning (pupil voice), governor monitoring, annual reporting, and tracking of standards across the curriculum and photo and video evidence of the pupils practical learning.
- These conversations with and children (student ambassadors), scrutiny feedback, observations, discussions with colleagues and evidence of the children's work collected continuously throughout the year enable the subject lead to document and support the progression of the children and the subject across the school.

- Alongside the above-mentioned documentation, long-term planning through action plans, and the evaluation of those action plans supports the leading in defining the 'next steps' to progress the subject in school.

How we support SEN

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to:

- An Inclusive curriculum enabling all children to experience a full and rich school life.
- A School environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.