



National Curriculum Aims

The 2014 National Curriculum for Music aims to ensure that all pupils:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Learn to sing and to use their voices, to create and compose music on their own and with others.

Have the opportunity to learn a musical instrument.

Use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Understand and explore how music is created, produced and communicated, including through the inter-related dimensions

2021—Introduce the next generation to a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world .

Intent	Implementation	Impact
At West Lodge our Music Curriculum is well sequenced and incremental as it seeks to build our musicians' technical, construction and knowledge of Music. It covers all the skills and objectives of the most recent MMC (Model Music Curriculum). Through using the Music Express Programme, our curriculum is organised into six units of work per year group within which our musicians develop their key skills in performing, composing, transcribing and describing music. Musical Theory and Practise should be taught together therefore, alongside these six units, each year group follows a 'Key Skills Builder Progression Map' which specifically concentrates on the development of our musicians' understanding of Beat, Rhythm and Pitch. Music notation is taught with a real emphasis on the pedagogy of 'sound before sight' (musical concepts are taught and embedded aurally before being associated with any kind of visual representation). We aim to ensure that our children's Music lessons build upon their prior musical experiences.	Music is taught as a discrete subject across the school. Our curriculum for Music is based on a well sequenced and incremental progression of skills devised from the work of Chris Quigley with further guidance taken from the Music Express Programme. Within the resultant progression map, the key musical components of performing, composing, transcribing and describing are presented individually to ensure they are included in the planning and assessment. Some of our musical units focus on particular skills however, we understand that musical learning occurs in a more holistic way. As a result, all of the key skills are present to a greater or lesser extent throughout the curriculum as a whole. All children have the chance to develop their musical skills through using a wide range of tuned and un-tuned instruments. Pupils have the opportunity to learn additional instruments with visiting peripatetic teachers from HMS as well as joining our Y3/4 or Y5/6 choir as well as our Y5/6 Orchestra.	The impact and measure of this is to ensure that musicians at West Lodge are equipped with an understanding of the key musical compound skills and they have a sense of musical appreciation that helps them explore and critique a range of musical styles. Whole-school and parental engagement will be improved through performances, extracurricular activities. Participation in music develops and supports wellbeing, promotes listening and develops concentration. Teachers at West Lodge will use formative assessment from observations within Music Lessons and their scrutiny of any resultant recordings of performances (Composites) to establish how successful children have been in developing in the areas of study.

Knowledge and Skills

In our Foundation Stage, the aim is that our young children respond to, enjoy and interact with Music through the four areas of Music Development Matters – Hearing and listening, Vocalising and Singing, Moving and Dancing and Exploring and Playing. Within their lessons, their language and vocabulary will develop and be extended in order to start describing and discussing musical ideas and opinions.

During Key Stage One, children further develop their singing voice through a wide repertoire of songs and singing games. The fundamental concepts of feeling and recognising the pulse in music and copying and recognising rhythm patterns are also regularly reinforced. Knowledge and use of instruments to explore sounds and the dimensions of music is also a feature of music lessons. Children begin to listen to music with concentration and build their knowledge of genres and composers. They are able to describe how music makes them feel and offer their opinion.

Within Key Stage 2, children will continue to develop their performance skills with increasing accuracy and control. Using these skills, children will improvise, compose and notate their own music and begin to understand how music is used to represent ideas and events and communicate moods. Children will listen to a wide range of musical genres in order to develop a knowledge and understanding of the history of music and use their understanding and critical language to self and peer assess work. Children are encouraged to think critically and ask relevant questions about the music of different times, places and cultures as well as their own compositions.

Creativity

Our curriculum for Music respects the fact that Music is a Universal Language that embodies one of the highest forms of creativity. As such, our teaching of Music lends itself to multiple and frequent opportunities for children to be imaginative and creative. It is understood that Music provides opportunity for personal expression from all, therefore chances to explore and improvise are key themes within our Whole School Overview.

Assessment

At West Lodge we know assessment as being very important for tracking pupil progress, planning next steps, reporting and involving parents, children and young people in learning.

Children will be assessed bi-annually against the year groups' key skills and progression documents on Microsoft Teams.

At West Lodge, all learning starts with assessing children's prior learning and knowledge. As units are taught, lessons can then be personalised to classes and cohorts and any identified misconceptions can then be addressed accordingly by the teacher.

We use low stakes retrieval activities to assess how effectively knowledge and skills have been embedded and mastered by our musicians.

Children will keep a record of their composite results through recordings of their performances.