

Music Curriculum Statement 2021

1. Curriculum Intent

The Music curriculum at Gearies aims to promote learning which is fun and exciting for all children. We encourage children to think of music in a variety of ways; how we listen to and interpret music; how we can express ourselves.

In response to our children and communities needs (following, the pandemic), our curriculum prioritizes the re-building of children's confidences to engage in a wide range of experiences designed to support and improve their sense of well-being.

We agree with James Carr's review of what makes a high quality music curriculum. Simply, "Doing" music is not enough, as a school, we have invested and will continue to invest significant time and funding towards professional development, leadership support, teaching and learning, and, wider strategies intended to promote inspiration and enrichment. We intend to enhance our children's practical music making abilities and wider their experiences, where possible, of engaging in performance activities, supported by expert instruction and partnerships with artists and composers.

It is our intention in Key Stage One is to increase the children's accuracy, fluency and expression when singing and playing musical instruments. Singing experiences will focus on the development of intonation, phrasing and clear dictation. To accompany this, our curriculum is designed with the intention of enhancing the children's abilities to add simple rhythmic accompaniments, building the children's confidence to perform, developing their listening and appreciation skills.

In key Stage Two, it is our intention to re-introduce, where possible, practical music making experiences, focused on aural development and expressive knowledge and understanding of music.

2. Curriculum enhancement

As mentioned, "simply" focussing on, "doing music" is not enough. We are looking at ways of sustaining a partnership with a playwright, Neela Doležalová and composer, Richard Melkonian. Continue our involvement in programmes such as "Young Voices" and, "The Being Human Festival". It is our intention that these partnerships, as they already have, will provide wider strategies to enhance and enrich the children's learning, experiences of composition and performance and provide professional development for our teachers.

Our curriculum is under pinned by three learning environment- the taught curriculum, opportunities for tuition and wider enrichment programmes.

We take a holistic approach to developing our curriculum. Music is a means of self-expression, a way of experiencing emotions and creating imaginatively. We aim to expose children to multiple forms of music from different times and different global cultures, in order to communicate the universal nature of this art form.

To support Music learning in school and extend children's curiosity we provide a number of opportunities for pupils to engage with music outside of lesson time; music tuition and clubs are held at lunch times and after school, including piano, violin and recorder clubs. Have have both school singing and signing choirs, too ensure inclusive access. Children have the opportunity to sing at the O2 as part the annual Young Voices festival with other schools in

Redbridge. They have opportunities to work with playwrights and composers, already seeing their compositions and shows performed at The Rich Mix Centre and Queen Mary's University.

We have creatively used media and digital platforms to ensure that throughout the pandemic children could continue to take part in regular performances, shared with our school community, and as we strengthen our communities sense of safety and wellbeing (following the pandemic) we will continue to design ways in which performance can be further embedded in our children's musical experiences.

3. The curriculum implementation

In response to identified curriculum pressures and the percentage of time teachers dedicated to the teaching and learning of music, we have taken the strategical response of reorganising our Instructor team so that our music expert is better positioned and supported to deliver and lead the expected high quality curriculum, across our school.

Despite National trends of declining time and funding for music training and professional development, we have increased this professional support, providing for our Lead expert and other teachers coaching and network programmes, partnerships with musicians, artists and composers. We are ambitious in what we want and expect, but realistic in what we can achieve. We want to ensure that we successfully embed and secure into our practice improvements to our provision, before moving forwards with other innovations. This is inline with both DFE and OFSTED reports and guidance.

By effectively supporting our Lead expert, it is our view that our curriculum will continue to improve through the subject leaders delivery of teaching and learning experiences, guidance on lesson and planning designs, continuous, informative, feedback and reflection on the quality of the children experiences, responses and choices. Above all else, by supporting our lead expert, we will ensure that as a leader she is best placed to review our progress and resolve emerging difficulties and challenges the children, and teachers, face.

4. Impact of curriculum on our children

Standards are effectively monitored through a carefully designed approach, which incorporates regular informative assessment, specifically designed summative assessments and a "Subject Leaders State of The Nation Report" process, which forms an in-depth evaluation of progress made towards our subject plan, goals and aspirations. This model is very much inline with recommendations forwarded by the DFE, OFSTED and James Carr's Model curriculum review.

Our curriculum, without pandemic restrictions, has a proven, very positive impact. Most children, consistently over time, achieve age related expectations.

5. Our Programme of study

Our programme of study provides quality learning experiences for each year group. This is followed throughout the year. Charanga is our focal resource.

Currently, our lead instructor delivers the majority of Teaching and Learning experiences across Key Stage Two. Our subject leaders further design both curriculum and assessment planning and implementation for all teachers across Key Stage One.

This year the school will be supporting a range of approaches, such as modelled lessons, peer to peer review, network programmes and coaching opportunities to continuously

enhance key stage One teachers confidence, skills and knowledge in delivering high quality Music experiences.

Our Early Years Team conducted an extensive review of our curriculum to ensure that despite, at one stage, an apparent diminishing in the importance of the arts within the Early Years Foundation Stage, our curriculum remains focussed on providing high quality experiences of Expression, Arts, Awe and Wonder, with music embedded throughout.

6. Assessment arrangements

Summative assessments are carried out in February and July each year to allow the teachers to check attainment to ensure that the children are making good progress in this subject. This is conducted using our Threshold procedures. Teacher judgement is based on the children's learning over the term in lessons and performances.

Our lead expert effectively uses her knowledge and skills to support all teachers in the delivery of our high quality provision and the assessment of the children's progress. Through continuous , informative assessment and specifically designed summative reviews our lead instructor can ensure that she has a clear understanding of the children's progress and a clear identification of what areas teachers need supporting in.

The intentions and implementation approaches outlined in this statement have been incorporated into our Subject leader's performance management programme, ensuring that as the leader of this subject, she has a clear, shared, understanding of what we collectively aspire to achieve and how we can do this.