



Wallsend Jubilee Primary School Music Curriculum Statement

At Wallsend Jubilee Primary School, we want every child to be happy and enthusiastic learners of music, and to be eager to achieve their own potential. We firmly believe that the recipe for success is high quality teaching in music which is central to the life of our happy and caring school.

At Wallsend Jubilee, music is an essential part of our broad and balanced curriculum. It is a foundation subject in the National Curriculum and an art form that all children may participate in with enjoyment. Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music, an understanding of the inter-related dimensions of music such as pitch, rhythm and beat and increase their self-confidence, creativity and sense of achievement.

Intent – what we are trying to achieve

- Our principal aim is that children leave Wallsend Jubilee Primary School with a wide range of happy and rich memories in music formed through interesting and exciting experiences.
- Our high-quality music education will engage and inspire pupils to develop a love of music whilst increasing their self-confidence, creativity and sense of achievement.
- Children will meet the National Curriculum expectations in music, which will be taught by highly-qualified staff who will support children to develop their musical skills.
- All children will study music on a weekly basis.
- Children will develop self-confidence and teamwork skills through performance. They will have opportunities to sing as a class, in smaller groups and as a school community.
- Children will have the opportunity to learn to play a musical instrument.
- Children will learn to read and write staff notation increasing their understanding of rhythmic and melodic notation as they go through school.
- Children will understand how British Values relate to music through a studies of significant artists throughout the ages.
- Children will listen to, review and evaluate a range of music across selected historical periods, genres, styles and traditions. This will include contemporary music and the works of the great composers and musicians using subject specific vocabulary.
- Where possible, children will use music technology to compose simple rhythms and melodies.
- Opportunities will exist for children of all ages to experience learning beyond the classroom through local authority events and school-based wider opportunities.

Characteristics of a Musician

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Scheme of Learning

The Scheme of Learning follows the National Curriculum. It allows for appropriate sequencing and aims to secure long-term memory as well as the enjoyment of learning music. The links are: www.charanga.com
www.singup.org

Implementation – how do we translate our vision into practice?

- The curriculum hours in music are non-negotiable and will be followed by all staff in the school. Fixed timetables will be set before the academic year and monitored by the Senior Leadership Team and the music coordinator.
- Where necessary, staff will receive training and CPD in music.
- Carefully designed schemes of learning, which meet National Curriculum objectives, ensure consistency and progress of all learners.
- Enrichment opportunities may include: local authority events, visiting performers, wider opportunity music education, class performances, school choir and workshop seminars.
- Learning objectives in every music lesson are set in order to guide children to achieve their potential. This ensures work is demanding and matches the aims of the curriculum.
- High quality input from experts and educational resources which complement the delivery of learning. Children understand how music is used in the wider world including careers.
- Actively promoting aspirations for the future. Children will develop an understanding of how subjects and specific skills are linked to future jobs.

Here are some of the jobs you could aspire to do in the future as a musician:

- Theatre performer
- Songwriter
- Casting director
- RAF Musician
- Performer
- Session musician
- Music teacher

Cultural Capital

Children will learn about key figures from music history – both contemporary artists and classical composers.

They will also have the opportunity to experience the following during Key Stage 1 and 2:

- Meeting and talking to musicians
- Concert performances both in and out of school
- Playing a variety of musical instruments
- Playing in a band or small ensemble
- Singing in the choir

Impact – What is the impact of our curriculum on the students?

- Children are happy learners within music and they experience a wide-ranging number of learning challenges in the art.
- Children of all abilities and backgrounds achieve well in music. This is reflected in good progress that reveals a clear learning journey. Children talk enthusiastically about their learning in music and are eager to further their development.
- Clear outcomes focus and guide all music development plans and drive improvement.

- Fundamental British Values are evident in music and children understand how music can celebrate difference.
- Children will gain an appreciation and understanding of the background and historical context of music and of the lives and interactions of the composers – both contemporary and classical.