

Subject Intent through our Values

Community is demonstrated through links with Ash Manor. This also includes song choice during whole school singing assembly. As a community, we visit and sing at St Peter's church at Christmas time and Easter. Our curriculum also enables children the opportunity to understand music from different cultures and teachers ensure that children understand why this music is important to them.

Peace is demonstrated through singing together as whole school during assembly. In each lesson children are given the opportunity to reflect and evaluate performances.

Love is shown for music with an understanding of its' historical and cultural place. Love is also demonstrated by showing appreciation of someone's musical performance during lesson time.

Resilience is shown through practising and rehearsing pieces of music. Opportunities are also given for feedback and improvements encouraged.

How we make our curriculum exciting and engaging and increase children's cultural capital:

- Ukuleles lessons and performances to parents and school
- Year 2 recorders
- Year 6 music lessons at Ash Manor
- Surrey Arts sponsorship
- After school choir
- Performances from Ash Manor
- Christmas performance
- Performing at celebration assemblies
- Performances up at Ash Manor
- Year 6 production
- Performances at May Fair
- Pantomime at Christmas time
- Musician of the month
- Use of instruments during music lessons
- A mixture of genres taught through each unit

Our Curriculum Approach

The scheme we use at Walsh is Kapow alongside Surrey Arts Scheme of work.

Our Year 6 curriculum enables the children to experience specialist music lessons at Ash Manor on a fortnightly basis.

The curriculum is well sequenced so that children build up their musical knowledge and skills each year.



How we develop children's language, including subject specific and technical vocabulary and oracy:

At the beginning of every lesson, vocabulary is introduced and discussed. We develop children's oracy skills through discussion, collaboration, questioning and reflection. Technical vocabulary is modelled to pupils and there are opportunities for pupils to articulate their thoughts feelings and ideas. There is also always opportunities for children to use this vocabulary throughout the lesson.

Spirituality

In Music we reflect on the children's values and beliefs through song. This can be seen during collective worships, Christmas and Easter services.

We also give children the opportunity to express themselves and respond to the world through song.

Windows- Inspiring units taught in music lessons

Mirrors- Children are taught their skills through the understanding that this can be public or private.

Doors- Choir performance at the end of the year

Big Ideas

The key substantive strands are:

Notation, Duration, Dynamics, structure, -Pitch, Tempo, Timbre, Texture

The key disciplines taught through music are: listening and evaluating, creating sound, improvising and composing, performing and singing and playing.

Teaching and Learning Approaches used in this subject:

- **Retrieval practice** - in music we call this recap and recall.
- **Immersive experiences** e.g. sound clips and video (attention grabber)
- **Teacher modelling** and opportunities for children to practice (main event)
- **Performance** and **evaluation** (wrapping up)
- **Key vocabulary** is explicitly taught
- **I do, we do, you do** to scaffold learning
- **Cold calling** and **think pair share**

How we adapt teaching to meet the needs of our Pupils

- Use **visuals** to support vocabulary and understanding
- **'Hands on'** learning opportunities where possible.
- Clear **routines** and **expectations** for each lesson
- Break down lessons into small manageable chunks.
- Teacher **modelling** and demonstrations.
- A culture where acceptance of boundaries is understood.

How we assess

- **Retrieval practice**
- **Key questioning**
- Quizzes
- End of unit assessments
- Self and Peer evaluation
- Attainment reporting yearly.