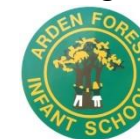


Curriculum Purpose and Rationale

At Arden Forest our vision is to enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

'Little Learners, Big Achievers'



Taken from Arden Forest vision statement and school motto.

Statutory Commitment

EYFS Framework – Music - (Sept 2021)

Educational Programmes – Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

KS1 National Curriculum – Music (2013)

The 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.

The national curriculum for Music aims to ensure that all pupils:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music and 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: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

School Commitment

Our Curriculum Intent (Appendix A) identifies what opportunities and experiences our pupils have on entering our school. This also recognises what our pupils need in order that we fully enable our school vision. It maintains a fidelity to the new EYFS Statutory Framework and KS1 National Curriculum as well as a commitment to alignment across the two phases in our school.

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 and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop their engagement with music, allowing them to compose, perform, listen and appraise a wider variety of music genres. Through our Music Curriculum, we want to develop the children's sustained thinking skills in order that they can articulate their thoughts about their inventing, adapting and recounting poems and stories to music that they hear with peers and their teachers. To sing a variety of well-known nursery rhymes and other songs and perform these songs rhymes, poems and stories in groups as well as moving in time with music. The ability to understand their own and others' emotions will help pupils to understand how music can have an impact on the way someone feels whilst developing their key personal and social skills. These skills are further developed for children to learn to play, sing or listen with enjoyment. Through exploring music, children learn how to experiment and compose music on their own or with others, using either tuned or untuned instruments.

Our Growth Mindset Learning Behaviours help children develop the right attitudes to Music in order that they fulfil their potential and experience success. E.g. Valuing a need to be a Team Rex – and value the support to be a member of a team, as they can work with others and listen well to others around them, sharing ideas.

Within all aspects of Music, there are opportunities for pupils to develop their School Responsibilities' of being kind and respectful, learn and let others learn and keeping themselves and others safe.

Why do learners at Arden Forest Infant School need to study Music?

At Arden Forest Infant School, our teaching of Music supports our vision of inclusive practice and it enables all children to achieve their potential. We believe that Music lessons will engage, inspire and challenge all children to work independently or with others. Music is an invaluable subject within the curriculum as it enables children to develop their learning and enhances communication through playing an instrument, singing a rhyme or song, performing in front of small groups, larger groups or alone and moving to a beat.

A high-quality education in Music will teach pupils to develop the essential skills and knowledge necessary for expressing individuality or in a group through the media of dancing, singing and playing. Through music pupils have a chance to develop culturally, emotionally, socially and spiritually. All the skills learned from a high quality education in Music are essential to participating fully as a member of society; pupils, therefore, who do not learn to sing, dance perform or play music are deprived of a language without words.

Therefore children have access to a variety of high quality instruments and recordings in our Music lessons. This enhances their learning and enables them to express themselves and communicate through the media of music, as well as perform and increase confidence

whilst receiving praise. Music can be cross-curricular and used to enable children to become more expressive and confident with their learning.

How we promote personal characteristics and relationships?

At Arden Forest Infant School, the Music curriculum delivers a range of social, moral, spiritual and cultural aspects which reflects the school's Personal Characteristics and Relationships principles. It encourages the children to be responsible with instruments, show kindness and respect to each other as they work in groups, take turns, demonstrate a positive outcomes and show resilience when learning a new concept about music.

Within Music, children will often have opportunities to work responsibly, share resources, listen intently and recall aspects of what have been learnt. Furthermore, children are encouraged to support each other positively and respectfully, as well as be able to peer assess and evaluate. This demonstrates respect and tolerance for each other and each other's performances. Children are able to develop their self-esteem, self-knowledge and self-confidence to produce some musical talents both through expressive dance or playing of an instrument. Children learn how to respect different cultures within Music as a lot of the history surrounding different types of musical media, as well as instruments, allows for a robust knowledge of the history and cultures of various musical concepts.

What are the aims for the Music Curriculum? (What do we want learners to be able to know and do by the time they leave Arden Forest Primary?)

Our aim is to engage, inspire and challenge children, equipping them with the knowledge and skills to 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. Pupils will also learn to sing and use their voices to create and compose music on their own and with others. Pupils will also play percussion instruments accurately, eg tap, shake and scrape in EYFS, and learning to maintain a steady pulse and rhythm in KS1. The pupils will also explore how music is created, produced and communicated, including how to use technology appropriately to record their compositions and performances. They will have a knowledge and understanding of the inter-related dimensions such as pitch, duration, dynamics, tempo, timbre, texture, structure and some appropriate musical notations.

How does Music help our pupils to be aspirational lifelong learners?

Having good music knowledge and skills including the ability to communicate through music effectively and gain an understanding in using voice, movement and performance skills and to be able to expressively demonstrate this knowledge and understanding through

different media and arts to provide direct links to future employment. These opportunities will mean that our pupils will contribute to community and wider society, including careers in the arts and in music industries. These opportunities will mean that our pupils will contribute to community and wider society and include careers in teaching, the music industry, radio, the arts, technology and being able to perform in stage productions or a member of an orchestra. Music is a very personal choice and as the pupils mature their personal choices might have an impact on their future abilities to play an instrument or sing in a choir, be this as a profession or pure pleasure (motivation).

Why has the specific knowledge been selected?

At Arden Forest Infant School, the Music curriculum is taught discreetly, with other subject areas using and applying the skills taught. It is designed to help our children know and remember more. Each year, they will increase their knowledge and skills through composing and performing opportunities. This provides breadth and develops greater understanding of the different purposes of music and the arts which is developed over time, with a range of different media and composers. Pupils will gain a secure understanding of expressing their feelings, passion and intrigue of music and performance to help develop the skills and knowledge in readiness for KS2.

How is Music implemented?

In EYFS, singing is embedded in all areas of the curriculum, including sign singing using Makaton, Phonic Rhymes, Maths songs, transition time. EYFS pupils have the opportunity to explore instruments and taught music skills both in the indoors and outside provision. The Music curriculum at Arden Forest is taught through progression of skills and knowledge

The Music curriculum at Arden Forest Infant School is taught through the progression of skills and knowledge in weekly lessons from start of Reception until end of Year Two

It is taught through:

- weekly Music lessons which focus on listening, singing, composition and performance;
- daily singing opportunities
- twice weekly assembly/singing
- daily during any transitional times.

There is flexibility in approach to teaching, in order that it is fully inclusive of pupils of all ability. The development of subject specific vocabulary is given high priority. Over time, lessons will be delivered in the classroom, the school outdoor environment and wider localities. Learning will be built on systematically.

What is the impact?

In the EYFS it is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of musical instruments. This can be made available using first hand experiences every day, providing continuous provision experiences which enhances the quality of learning. Giving the pupils a variety of what they can see, hear and participate in, is crucial for developing their understanding, self-expression, vocabulary and ability to communicate. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Outcomes for the children – data and observations.

The ongoing monitoring of children's learning within the EYFS and KS1, is through teacher observations, formative and summative assessments. The data also enables us to reflect on the intent of the Music curriculum and how it is being implemented.

Appendices:

- A. Overall School Curriculum Intent.
- B. EYFS Framework and National Curriculum
- C. Progression for Learning Framework for Music which overarching maps that show the sequence and progression in learning from the beginning of Reception until the end of Year Two.

Appendix A

Arden Forest Infant School – Curriculum Intent

What do we know about our community of learners? What opportunities/experiences have they had already and what have they not yet benefited from?

Our pupils start Reception from a large number of different pre-school settings. They have a diverse range of cultural and family backgrounds which are valued and shape our unique relationships with our school community.

Communication skills vary on entry, children are often reluctant to engage in extended conversations or articulate their thinking. Children often need support to identify and moderate their own feelings and are not able to solve minor disagreements.

We have an increasing percentage of children with additional needs compared to the national average, including those with ASD. As such, communication and language, physical development and personal and social and emotional development is significantly lower for these children. *Recently, many children have not been able to access outside agency support due to COVID restrictions.*

When our children begin Reception, they are often confident, show curiosity and are eager to explore their environment. However, our pupils' often lack sustained thinking and focus. Children are reluctant to be independent in their learning and life skills, and often their resilience and perseverance in the face of challenge is low which is a barrier to success. They lack experience of opportunities to take calculated risks.

Children typically have good access to outdoor spaces which enable a knowledge of the natural world around and gross motor skills to be typically at age related expectations. However, children's fine motor skills are typically not as developed.

Children generally access books and stories at home. However, the ability to blend and segment in phonics is a barrier for most children which impacts on their reading and writing on entry. Most parents generally take an active role as partners in their children's learning. The majority of children show everyday application of skills in mathematics. Children usually have access to technology at home. Imagination is often good in small world and role play but children lack creativity and skill with music, art and design. We have observed that our children tend to have a limited cultural experiences of the arts or awareness of their wider community.

In September 2021, some children starting with us will have lived nearly half of their life with the pandemic. Our Year One children spent a third of their Reception Year Learning remotely and missed a significant part of their pre-school experience due to lockdown. Our Year Two children spent a third of their time in Year One being taught remotely and missed a significant part of their Reception Year due to lockdown.

Appendix B

English aims/end points of specific stages of curriculum

EYFS Framework (September 2021)

ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

National Curriculum

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At the end of KS1, pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.