

Music Curriculum

Pupils will follow the Music Curriculum across the school in a way that is appropriate to the learning needs of individual pupils.

Our curriculum is designed and takes inspiration from the Model Music Curriculum and recent Ofsted Report 'Striking the Right Note'.

The Music Curriculum is further designed in keeping with the Four Year Topic Map Cycle, encouraging creativity through a cross-curricular way.

Redbridge School has a dedicated Music Teacher to deliver our curriculum, enabling pupils to build upon their skills and knowledge in a progressive way. To meet the individual learning needs of all pupils in school some of our pupils will access discrete music lessons whilst other pupils will participate in other musical experiences, such as Music to Movement sessions, Musical Software and Song of The Week (to explore genre).

Curriculum Coverage:

The Music Curriculum is designed to ensure coverage of the inter-related dimensions of music, performance skills as well as develop skills in reading notation, improvisation and learning an instrument (where appropriate). This may be a tuned or untuned percussion instrument such as drums.

Musical appreciation, appraisal and listening are embedded throughout our curriculum covering a range of genres. This enables our pupils to foster a love of music and culture.

We believe music is central to our communication aims and informs part of our wider school life. For example, we provide all pupils with a song to signal the start and end of the school day, registration (where appropriate), personal hygiene signals (such as brushing teeth) and other key times e.g. play time/lunch time.

Planning:

Annual plan for upcoming academic year drafted in June.

Annual plan builds on previous academic years' work, by looking at the levels for each pupil on progression maps and ensures that there is coverage of Musical skills and knowledge making sure it is appropriate to the individual needs of each pupil through practical situations, educational visits, cross curricular opportunities.

Half termly medium-term planning will be completed by the music lead, it will identify the learning intentions for Music for that half term. The writing of intentions is informed from levels on progression maps.

Weekly differentiated planning for lesson content, this includes discrete lessons as well as cross curricular links and identifies learning outcomes for all ability groups

As part of our Experiential Curriculum every pupil has the opportunity to participate in performances.

In Autumn Term pupils participate in our Christmas Carol Concert.

Spring Term we have our Whole School Play.

Summer Term we have our Music Festival for pupils to enjoy and appreciate different musical genres, performances and instruments, and our Talent Show for pupils to showcase their individual talent.

In addition to this we have our Signing Choir – which is open to all pupils (through choice). The Signing Choir enjoy performing at different assemblies and events at school as well as participating in competitions and shows with other local schools.

Progression Maps:

Music has a Progression Map for teachers to use to help inform planning of activities to ensure that the needs of each individual pupil are being met and every pupil is able to make progress. These Progression Maps are adapted from the National Curriculum Programmes of Study.

Progression Maps can be used to group pupils and set clear and consistent learning intentions on Medium Term Planning.

There is no expectation that pupils will move up a level at the end of an academic year, however, that they have the opportunity to repeat and become secure in the skills at their level.

The first lesson for each new subject area can be used as an assessment by looking at the level that the pupil was previously in for that particular subject area to ensure that pupils have the opportunity to develop/secure/increase independence/advance in their skills.

Pre-formal learners (Level 1 – Level 2)

Informal learners (Level 3 – Level 4)

Semi-formal learners (Level 5 – Level 8)

Formal learners (Level 9 – Level 12)

*All Progression Maps adapted from National Curriculum Programmes of Study.