

The Music Curriculum at Sir Henry Fermor School

This curriculum was developed in consultation with the following documents:

- Development Matters
- Musical Development Matters
- Early Years Foundation Stage Profile
- A National Plan for music Education
- The Model Music Curriculum
- OFSTED Subject Report: Music 2023
- OFSTED Music Research review 2021

The curriculum has been developed to expose children to a wide variety of musical experiences (*making and creating music*) and musical understanding (*making sense of music*) in order to develop skills and knowledge across the Key Stages using the above documents and the principals set out below:

- It is important to think about what pupils can realistically LEARN, not just what they can encounter. We will TEACH pupils to get better at music not just get assume they will get better just by DOING music
- Children will be taught musical skills and understanding in an holistic way, bringing in elements of knowledge and skill within lessons (EYFS and KS1) or across termly topics (KS2). There will not be discrete blocks of learning on e.g. pitch or composition, instead the musical experience will join up these areas
- Teaching will be robust, direct, incremental and step by step. Children will gain knowledge and skills in a clear, well-defined progression, referencing context, history and provenance of the music they encounter. This will all lead to pupils gaining a wide musical understanding.
- The curriculum has been planned from end points. What do we want children to know and be able to do at key stages of their primary education? How do we plan a clear sequence to get there? This involves teachers modelling thinking and processes as well as showing example of “What a good one looks like” and giving pupils clear instruction as to how they can get there.
- There will be an intense focus on singing and this should thread throughout school, in worship, in class, through topic songs and in church performances.
- There will also be a big focus on instrumental competence through whole class teaching and ensuring that time will be built in to practice and develop skills on instruments, including using them in composition to ensure that the skills learned are used in the lessons following these “chunks.” Children will be introduced to instruments that suit their level of motor skill development and technical ability.
- Children will be exposed to a wide range of listening experiences but this should not be vast, in order to develop understanding of formal, symbolic, personal, social and cultural contexts.
- It is important to join up children’s musical experiences IN and OUT of school. Sharing weeks have been planned in to each term where children can perform for their friends. It will also be important to involve children who play instruments out of school in curriculum music making and find music to perform and listen to that is within children’s direct musical experience and give opportunities for them to talk about their choices and preferences and experience of music outside a school context.

Assessment

Musical performance can be examined under these SKILL headings:

Technical	Constructive	Expressive
Controlling sounds Using scores	Elements and components Choices in composition	Quality of performance and creativity

To enable this, pupils will need this KNOWLEDGE:

Tacit	Procedural	Declarative
Knowledge OF music	Knowledge of HOW TO in music	Knowledge ABOUT music
Building understanding through direct experience	Technical skills	Music facts

- Pupils will be assessed each term against criteria relevant to the main learning using the headings above on teacher records and next steps planned accordingly, including signposting children towards extra vocal, instrumental and performance opportunities.
- Pupils in KS2 will also complete a termly self-assessment sheet.