

Curriculum Principles in Music

We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond.	Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands.	Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.	
Therefore, our curriculum is based on the following principles:			
Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our	Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.	Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.	Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.

children will be ready for the challenges and opportunities of the future.			
In Music this is evidenced through:			
<ul style="list-style-type: none"> • KKPDs mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum. • A music curriculum that begins in F1 and builds on year on year. • The opportunity to continuously revisit prior learning. • Following MAPS for Mapplewells, Review and reflect takes place during every lesson to assess the children’s knowledge. • Performances take place at the end of a sequence of learning to show case the progress the children have made. • Curriculum links to other subjects – history and ancient Britain, computing (Y3 musical computing during Spring term), RE (nativities). • Flash cards used to embed the vocabulary. • A range of composers and musical 	<ul style="list-style-type: none"> • Curriculum links to other subjects – history and ancient Britain, computing (Y3 musical computing during Spring term), RE (nativities). • Specialist teachers coming into school on a weekly basis to deliver both whole class lessons to KS1 and KS2 and small group tuition to KS2 children throughout the year. In the Autumn term, the Y3 children learned rhythm and tempo through Djembe drumming and Y6 learned to play the ukulele. In the Spring term, the Y4/5 children learned how to play the ukulele and performed their skills to an audience in school. What is taught? What opportunities do the children have? • Whole class performances: Autumn Term – F1, F2, KS1 & Y6 Christmas performances. Spring Term – Y3 Easter 	<ul style="list-style-type: none"> • Following MAPS for Mapplewells, review and reflect used consistently to embed the vocabulary and knowledge. • Flash cards used to embed the vocabulary. • All lessons are vocabulary rich. 	<ul style="list-style-type: none"> • Quality first teaching of Music allows all children to access the learning. • Learning is scaffolded up, so all children aspire to know and learn more. • Children have the opportunity to learn a variety of instruments throughout their time at Mapplewells across the key stages. • Children have the opportunity to learn about music from different cultures and countries. For example in Year 4/5, they are learning a variety of different music styles; Chinese, Reggae, rap, African, Spanish and in Y3 the children have been learning about Djembe drumming. • All children have access to the use of IT equipment to support in their learning.

<p>styles are being covered across the school:</p> <ul style="list-style-type: none"> • Y6: The Beatles, Beethoven • Y4/5: Chinese, Reggae, rap, African, Spanish • Y3: Djembe drumming 	<p>Performances 'RE based'.</p> <p>Summer Term – F1, KS1 & KS2 end of year performances, F2 Graduation, Y4/5 'Troy Story – Ancient Greece'.</p> <ul style="list-style-type: none"> • Glee Club performances: Assembly performances once per half term. <p>Autumn Term – Sutton Light Switch On, St. Mary's Church Christmas Fair, Mapplewells Christmas Fair, Hospice visit,. Spring Term – Young Voices, Key Stage specific events e.g. Mark De Lisser. Summer Term – Trust Awards, Summer Fair.</p> <ul style="list-style-type: none"> • Guitar Tuition performances at the end of a sequence of learning in assembly/posted on Class Dojo/school website. • Children have the opportunity to learn a variety of instruments throughout their time at Mapplewells across the key stages. • Children have the opportunity to learn about 		<ul style="list-style-type: none"> • Support provided in lessons for children when required to allow all children to make progress.
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