

MUSIC



Intent:

At Parkdale, our Music Curriculum aims to provide engaging opportunities for children to develop of love for music and become confident and creative musicians. Through Music, our children can explore their creativity, increase their self-confidence and also develop a sense of achievement when they have produced their very own music!

The Curriculum in Subject:

- Based on the Charanga scheme of learning
- Fun pacy lessons
- Opportunity for all children to try instruments
- Intentional links to the whole school curriculum topics
- Clear progression of knowledge and skills
- Qualified music teacher for years 5 and 6
- Singing teacher provided by Inspire
- Music production linked to iPads



Focus Actions for 23/24

1. To investigate further opportunities for musicians to visit the school and perform / provide workshops.
2. To provide more opportunities for children to perform to an audience.
3. To continue to deepen understanding of vocabulary in music.

What approaches to Teaching and Learning do we use?

- Use of Charanga scheme of learning and assessment.
- Key stage singing lessons weekly.
- Use of instruments in school.
- Use of iPads.
- Opportunities for performing.
- We aim to raise the profile of music.

What enrichment opportunities do we provide?

- Young Voices KS2
- Singing assembly
- Choir club
- Inspire guitar lessons
- Now Hear This concert
- Summer performances with Transform Trust schools.
- Christmas Performance.
- Choir singing at care homes.
- Choir singing at fairs.

Key Resources in school:

- Charanga
- Ukuleles
- iPads
- Keyboards
- A range of musical equipment e.g. glockenspiels, recorders, and a variety of percussion instruments.

How do we evaluate the **impact** of Teaching and Learning?

- Instant feedback
- AFL
- Pupil Voice
- Questioning in lessons
- Performance

Meeting the needs of pupils with SEND:

In Music we consider the needs of all pupils by using a variety of verbal and physically modelled instructions. We ensure that sensory and physical needs do not present a barrier for example by differentiating the use of instruments to best meet the needs of pupils – if an instrument is not accessible for a child then the use of other instruments and digital platforms such as Garage Band will be explored with them. Music lessons, performances and trips are made accessible for all pupils.

We use a variety of retrieval practice strategies to support information retention, particularly with music vocabulary, such as Interleaving and Spaced Learning theories.