

Subject and Year Team Curriculum Statements

Use the proforma below to identify intent, implementation and impact for your subject/year team curriculum statement. In addition to completing this proforma please include a curriculum map.

Subject/Year Team: Music
Intent
What are our curriculum objectives? What do we want pupils to be able to know and do by the time they leave this school/this year group? To be able to compose a piece of music. To understand musical notation. Be confident in performing in front of others. Develop an interest and love in music and a variety of musical genres.
How does the curriculum plan set out the sequence and structure of how we will implement it? This is to be presented as a curriculum map. Each year builds on the previous learning covering the national curriculum objectives over KS2
How does the curriculum reflect British Values, PSHE and SMSC? Through learning about different musicians from different cultures to appreciate, understand and tolerate others. To work collaboratively and co-operate with each other to compose a piece of music. To explore freedom of expression through music.
How does the curriculum cater for the different groups in our school – SEN, EAL, Gender, High Attainers, Disadvantaged etc? How do we make sure these groups of pupils have access to the curriculum? We provide Enrichment mornings which targets groups including high attainers, disadvantaged and pupil premium. We provide a variety of opportunities to expose children’s talents through extra-curricular clubs, talent shows, Christmas productions and a variety of dance competitions. To enhance the curriculum we provide opportunities to have outside agencies come in to showcase their expertise to a variety of children.
To what extent have we made the objectives clear and how will everyone know them? Curriculum maps are available to view. Lessons are planned based on objectives already identified. Curriculum teams ensure objectives are being met.
Implementation – how do we deliver our curriculum
How does the current curriculum match our intention (the points identified above)? Planning ensures that children can compose a piece of music, understand musical notation, be confident in performing in front of others and developing an understanding in musical genres. Children are given the opportunity to explore a variety of musical instruments available through a rich and diverse curriculum. The successful dance team enriches the love of music through promoting different skills and interests.
How do the subjects/topics we are teaching link together? What cross curricular links are there (in particular the development of reading, writing and maths)? During topic and English lesson we give our children opportunities to compose music based on a given story/ topic. Musical notation enriches their mathematical and reading knowledge. Collaborating with their peers to plan and compose a piece of music reflects PSHE team work skills.
How are we encouraging progression as pupils move through the school? Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and link them to make music. They should develop an understanding of how to improve their work and how to evaluate and recognise their own success.
How do we differentiate our curriculum for the different ability groups? How are the pupils grouped? Setting different tasks that are open ended that can have a variety of responses. Setting tasks of increasing difficulty (not all children complete all tasks) Setting different tasks to each ability. Providing resources of different complexity depending on the ability of the child.
Are subjects staffed appropriately? Are staff trained? Do the subjects have adequate time and other resources? Taught by qualified teachers. Resources are appropriately gathered from educational sites. Some outside music agencies come into teach children peripatetic music lessons.
Impact – what difference is our curriculum making to pupils?
How well are children learning the content outlined in the curriculum? How do we know – (what data do we use)? Objectives are made based on NC coverage is complete. Target Tracker is also used to assess progress.
How well are pupils prepared for the next stage of education? Where do they go to? How do we know? Children have a variety of skills to help them in the next stage of their development. Year groups and teams collaborate to ensure continuity in progression.
How do we know our curriculum is having an affect across all pupils, including the different identified groups?

Children can demonstrate skills independently and can identify and verbalise their preferences across the range of skills taught.

How well are the key subject knowledge and skills consolidated before moving onto the next topic? How do we know?

Teachers assess understanding and make professional decisions if an objective has been embedded or needs further consolidation.

How well developed are pupils' learning habits and learning skills? How do we know?

Children can demonstrate skills independently and identify and verbalise their preferences across the range of skills taught.

How do we use the evidence of pupils' learning to feed into our planning and adaptation of the curriculum?

Individual teachers are responsible for the standard of skills demonstrated by the children. Lessons are evaluated and planning adapted to allow all children to meet the learning objective.