



Music Curriculum Intent Statement



At Westacre Middle School, we aim to foster a life-long love of learning, through adopting a practical and cross-curricular approach. Our creative curriculum aims to deliver a world class education that will equip our children with the skills required to be independent and responsible citizens. The curriculum matches our whole school vision, which fosters an atmosphere of inspiration, challenge and achievement. “Inspire. Challenge. Achieve”

Why do we teach Music?

At Westacre Middle School, we aim to inspire children to develop their creative skills musically. Children learn through reading music, playing a variety of instruments, as well as listening and responding to different genres of music. Currently, in Year 5 we begin to teach children to read music through learning to play a recorder and using this skill to compose their own pieces. In Year 6, they build on their musical notation knowledge, whilst learning to play the steel pan drums. In Year 7, they continue to build on their previous learning through learning to play a keyboard and investigating how their voices can be used as instruments. In addition, each year group has opportunities to access many other instruments during their time at Westacre.

We have private music lessons available to children, which include piano/keyboard, guitar, drums, as well as other potential instruments. We also give the children the opportunity to perform in year group or whole school assemblies, showcasing their talents to other children. In addition, we are very proud of our school choir, which performs successfully in and around our local community.

We provide a variety of opportunities for children to perform to a larger audience: local Droitwich festivals, Droitwich Christmas light switch on, Christmas Showcase and Eisteddfod.

Key Concepts in Music

Key concepts tie together the subject topics into meaningful schema within our skills progression maps. The same concepts are explored in a wide breadth of topics across all year groups. Through this ‘forwards-and-backwards engineering’ of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In Music, the key concepts are Play & Perform and Listen & Appreciate.

Knowledge Categories in Music

Knowledge categories in each subject give children a way of expressing their understanding of the key concepts and linking their learning across the year groups. In Music, the knowledge categories are:

- Instruments and voices
- Improvise and Compose
- Musical elements
- Musical notation
- Listen and recall sounds
- Appreciate and understand a range of music
- History of Music
- Inspirational people
- Careers

SMSC Links

Music gives pupils an opportunity to develop spiritually, morally, socially and culturally, which impacts on their ability to learn. In addition, it gives children the opportunities to be creative and be inspired.

We aim to:

- Give opportunities for children to develop spiritually
- Provide opportunities for children to work together in small groups as well as in larger groups
- Develop a positive and caring attitude towards others
- Provide opportunities for children to perform to the wider community
- Begin to appreciate their own cultural traditions and those of others

Spiritual: Music can give children an opportunity to express that which cannot be put into words, whilst developing a lifelong love of music. It has the power to bring people together. Children are given time to listen, reflect and appreciate different styles of music, developing their awe and wonder.

Moral: Pupils will discuss music, whether it be their own compositions/performances or others, enabling pupils to offer reasoned views about moral issues and have the ability to understand and appreciate the viewpoints of others.

Cultural: When learning about different composers and styles of music, pupils develop their understanding and appreciation of the wide range of cultural influences that have shaped their own musical heritage and those of others. It gives children another insight into understanding of and showing respect for different faiths and culture.

Social: During Music sessions, children are encouraged to use their imagination and creativity in different contexts. Children are given opportunities to participate in and respond positively to musical opportunities. Music gives the children opportunities to participate in a variety of communities and social settings, including whole school events (Christmas Showcase, Eisteddfod), small group (clubs, choir) community events (Christmas Light Switch On, Droitwich festivals). Children are expected to accept and engage with individual liberty, mutual respect and tolerance of those with different ideas. Music gives children an opportunity to work collaboratively with others, reflecting on their experiences.

Curriculum Drivers

How we promote Aspirations in Music

With aspirations, the intention is that careers should be woven in throughout each year group's curriculum. In Year 5 and 6, children have a stand-alone lesson regarding careers in music and this is then referred to throughout the year in both knowledge webs and in lessons. In another light, aspirations for how performances should sound are shown through performers outlined across the year groups, inspiring the children to achieve to their highest potential. Teachers also model expectations to show the children how they should aspire to perform.

How we promote Communication in Music

Music is all about communication. Where musical elements are discussed, the children will explain how the purpose of music is communicated to the audience through dynamics, tempo and pitch etc. Also, where children compose and improvise in small groups and it is encouraged that they communicate their musical ideas/intentions.

How we promote Diversity in Music

Children are exposed to a wide range of different cultures/genres of music for example (not exclusively); jazz, music of India, pop music, American spiritual music etc. This ensures that children have a rich diet of different cultures and that they can comment accordingly on these.