



Co-op Academy
Portland

Music

**Curriculum Intent, Implementation and Impact for
Music at Co-op Academy Portland**

At Co-op Academy Portland, our curriculum is built on the foundations of the statutory National Curriculum. Our deliberately sequenced substantive and disciplinary knowledge will ensure that learning is built progressively from Nursery to Year 6 in identified strands that enable our children to become competent Musicians and Performing Artists. Each topic is delivered following an eight part lesson - listening, pulse, rhythm, sing, play, improvise, compose and perform. This allows all children to achieve their musical ambition.

We aim to provide children with a high-quality education that engages, inspires, and challenges them. We will equip pupils with the knowledge and skills needed for their futures through exposure of media, careers, visitors and trips. As pupils progress, we aim to develop their ability to think critically and gain a more rigorous understanding of subjects.

Community is the backbone of our school, and we integrate our Co-op values into our curriculum to benefit our children and families. These values permeate through our curriculum, fostering the next generation of responsible, socially mindful citizens.

Our aims are that our pupils are able to:

- Develop a deep understanding of different areas of Music knowledge, including performance and composition, with the view to being able to reproduce and recreate pieces.
- Have a conceptual understanding of different genres and eras of music, considering how features are transferable across styles.
- Identify instruments and understand how these instruments are played / used within compositions.
- Understand “how sound works”, considering the impact of instrument shape, size and material on the production of music
- Improvise and create their own musical pieces of work for a range of genres.

Long Term Plan (EYFS):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me	Bells Ring Out	Everyone!		Big Bear Funk	

What does Music look like in Early Years Co-op Academy Portland?

- Children access a range of percussion instruments indoors and outdoors, and are taught their names.
- They explore how sounds can be changed and learn the related vocabulary e.g. loud/quiet, fast/slow.
- They build up a repertoire of songs and rhymes through opportunities to sing on a regular basis using props, images and actions to support retention.
- Parents are also involved through sending home ‘song of the month’ sheets for them to support at home.
- Children listen to a range of music, and music is used throughout the day to reinforce our routines e.g. tidy up music, reflection music.
- Children are encouraged to move in response to music.
- During daily listening time the children learn about different composers and genres of music and identify different instruments. They talk about the pieces of music using the vocabulary they have learnt.

Long Term Plan (Years 1-6):

	Autumn	Spring	Summer
Year 1	My Musical Heartbeat Bells Ring Out	Learning to Listen	Having Fun with Improvisation
Year 2	Pulse, Rhythm and Pitch Bells Ring Out	Recognising Different Sounds	Exploring Improvisation
Year 3	Writing Music Down Five Gold Rings	Compose Using Your Imagination	Enjoying Improvisation
Year 4	Musical Structures Five Gold Rings	Stop!	Expression and Improvisation
Year 5	Melody and Harmony in Music Five Gold Rings	Composing and Chords	Freedom to Improvise
Year 6	Music and Technology Five Gold Rings	Creative Competition	Improvising with Confidence

- In Years 1-6, Music is taught weekly for half an hour in alternate half terms.
- Our Medium Term Plans provide detailed information to staff, including:
 - Prior/ future learning; National Curriculum coverage; A lesson sequence with mapped out Substantive and Disciplinary knowledge; Essential knowledge and Vocabulary.

How do we know that the children have made progress in Music?

Class Teachers:

- Every lesson starts with a recap on the previous,, with questions linking back to previous learning. This ensures that any gaps in substantive knowledge are quickly identified and addressed.
- Quality first teaching ensures that AfL opportunities are present throughout each lesson, enabling practitioners to give feedback in the moment to make sure all children make progress.
- All classes upload first and final performance audios/videos onto the Drive. This allows in the future for children to garner an understanding of the expectations of each unit of work.

Subject Leaders:

- During the half term the subject is being taught, subject leaders will complete learning walks to evaluate the teaching and learning environments related to their subject. This will be completed on the school feedback proforma and then shared with teachers.
- As part of this assessment process, pupil voice will also be completed to triangulate this with the book look.
- Assessment is used as a tool to support curriculum development.