

Intent Statement	At Parc Eglos, we aim to provide a high-quality Music Curriculum, which engages and inspires pupils to develop a love of music and their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement. Music is all around us and is the soundtrack to our lives, not least in the vibrant historical Cornish culture and traditions, especially those of our town of Helston. It connects us through people, places and times in our ever-changing world and can enhance all areas of our learning. It should be creative, celebratory and challenging. It can bring school and wider communities together through sharing the joy of music-making and so enrich the lives of each and every student.			
Scope	<ul style="list-style-type: none"> • National Curriculum • New Model Music Curriculum (Advisory Document) • Charanga Music Scheme 			
Key Concepts:	<u>The Teaching of Singing</u>	<u>The Teaching of Listening</u>	<u>The Teaching of Composing</u>	<u>The Teaching of Performing</u>
	<p>Many aspects of good singing and good singing teaching are processes that will develop slowly over time. These processes include: warm-ups, breathing, posture, dynamics, phrasing, context & vocal health.</p> <p>Through using an age-appropriate repertoire, good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6.</p> <p>Opportunities beyond class music sessions include:</p> <ul style="list-style-type: none"> • Sing & Praise assemblies • Harvest and Christmas performances • Year 6 Show • Choir 	<p>Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing.</p> <p>Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world.</p> <p>It is important for pupils to be able to critically ascribe a meaning to a piece of music or understand a composer's intention.</p>	<p>The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways.</p> <p>As pupils travel through the Key Stages, they will develop the craft of creating melodies (including improvisation), fashioning these into short pieces, shaping music to represent and communicate something real, describe a story or picture, or express a feeling, emotion or mood.</p> <p>Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music.</p>	<p>Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning that takes place in all areas of music. Aspects to consider and include are:</p> <ul style="list-style-type: none"> • Developing stagecraft • Considering the programme • Encouraging peer feedback • Seeking out opportunities for collaboration <p>Opportunities for performance beyond class music sessions include:</p> <ul style="list-style-type: none"> • Assemblies • Annual Music Evening • Grandparents Day • Summer Fayre • Harvest Service • Carol Service • County Music Festival • Music Hub workshops

Underpinned by:	<p align="center"><u>Mastery</u></p> <p>Pupils should be given the opportunity and encouragement to develop their musical skills and ability further, through a range of opportunities, including:</p> <ul style="list-style-type: none"> • Choir • School shows • Peripatetic instrumental music lessons • First Steps access (class instrumental lessons) • 'Tros An Hellys' ensemble sessions • Helston Brass Band • Music Evening performances • County Music Festival • County choirs 	<p align="center"><u>Fluency</u></p> <p>While they are at Parc Eglos, pupils should continuously develop their skills, understanding, and love of music, through a wide range of experiences.</p> <p>They should continue to develop increasing accuracy and musicality in their singing and playing ability, including performing alone or as part of a group. They should develop confidence in expressing their opinion and describing music from different times and places, using musical vocabulary.</p>	<p align="center"><u>Collaboration</u></p> <p>Making music with others, or collaborative music-making, is a core aspect of human musicality. Pupils should develop their ability to collaborate on musical projects, as it can benefit them in a range of ways:</p> <ul style="list-style-type: none"> • Sharing ideas and learning new musical skills or techniques from each other. • Boosting productivity, through sharing roles. • Learning how to receive and give constructive criticism through evaluation. • Developing confidence, communication and teamworking skills. 	<p align="center"><u>Vocabulary</u></p> <p>Music can take an endless array of shapes and forms through manipulating its interrelated dimensions of pitch, tempo, duration, dynamics, texture, timbre and structure. Pupils should become confident in using these musical terms to describe music, whether it is their own, or that of other composers, through singing, listening, composing and performing.</p>
	Oracy Links	<p align="center"><u>Singing</u></p> <p>Physical: <u>Voice</u> - fluency & pace; tonal variation; clarity of pronunciation; projection & breath control. <u>Body Language</u> - gesture & posture; facial expression & eye contact Linguistic: <u>Vocabulary & Language</u> - song lyrics; Social & Emotional: <u>Working with Others</u> - performing as part of a group. <u>Confidence</u> - self-assurance; liveliness & flair <u>Audience Awareness</u> - Taking account of the level of understanding of the audience.</p>	<p align="center"><u>Listening</u></p> <p>Linguistic: <u>Vocabulary</u> - appropriate vocabulary choices to discuss and describe music. Cognitive: <u>Content</u> - conveying meaning & intention; building on the views of others. <u>Clarifying & Summarising Reasoning</u> - giving reasons to support views; critically examining ideas & views expressed. Social & Emotional: <u>Listening & Responding</u> <u>Confidence in Speaking</u></p>	<p align="center"><u>Composing</u></p> <p>Cognitive: <u>Content</u> - conveying meaning & intention; building on the views of others. Social & Emotional: <u>Working With Others</u> - Guiding or managing interactions; turn taking. <u>Listening & Responding</u> - Listening actively and responding appropriately. <u>Audience Awareness</u> - Taking account of the level of understanding of the audience.</p>

Curriculum Statement for the Teaching and Learning of Music

Implementation - We implement our approach through:	<p>Teaching High quality teaching, delivering appropriately challenging work for all individuals.</p>	<p>Differentiation Provision for children with differing abilities to either be effectively supported with their learning or to have the chance to capitalise on their musical talents through more challenging activities in the classroom or through wider opportunities in the community.</p>	<p>Planning A range of planning resources, including Charanga, that may be used to give all children the opportunity to develop the different areas of their musical learning, expertise and experience.</p> <p>Planning extra-curricular activities such as choir, music evening, Harvest and Christmas performances, Year 6 show, competitions, Summer Fayre, performances in the community and experiences involving visiting musicians and peripatetic teachers.</p>	<p>Collaboration Continuously striving to better ourselves and frequently share ideas and things that have been particularly effective through staff meetings, planning time and moderation meetings with our year group partners.</p> <p>Opportunities to work with subject specialists and peripatetic teachers (such as First Access & Next Steps provision) and visiting musicians. Links with groups, bands and choirs in our community, providing opportunities for musicians and singers to develop their talents, skills and experiences further.</p>	<p>Training Taking part in CPD training opportunities and networking events.</p>	<p>Monitoring Using the Quigley Milestones and Charanga Unit Assessment documents to help us assess children's progress and ongoing development with each strand of the Music curriculum, (Singing, Listening, Composing and Performing). Pupil Conferencing. Recordings of children's work. The main purpose of all assessment is to ensure that we are providing excellent provision for every child.</p>	<p>External Support Using the opportunities offered to us by the Cornwall Music Hub and members of The Cornwall Music Service Trust to engage with a wider range of musical experiences and expertise, as well as CPD.</p>
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Impact- As a result of our Music teaching at Parc Eglos you will see:

Engaged pupils, who are all enjoying a wide range of musical experiences, developing a love of music and an ever-growing set of musical skills (in Singing, Listening, Composing & Performing) and which also encourages gifted or talented musicians to develop their skills even further.
Pupils who can talk confidently about music, expressing their ideas and musical preferences. Pupils who can explain their musical choices and evaluate their own work and that of others sensitively.