















Music Curriculum Rationale



At Bradway, our approach to music is to appreciate it as a discrete subject, making curriculum links when it is suitable to do so. In music lessons, children will gain a firm understanding of what music is, through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>At Bradway, our music curriculum begins in EYFS with the 'Expressive arts and design' strand and then follows the National Curriculum programme of study. We use the Sheffield Music Hub online programme 'Charanga' as a starting point to be adapted and 'built on'. Children will develop a curiosity for the subject, as well as an understanding of the</p>	 <p>Pedagogical Approaches</p> <p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly assemblies, variety of concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children can use the language of music to be able to appreciate it and analyse it.</p>	 <p>Approach to Assessment</p> <p>The approach to assessment is less formal than in core subject disciplines. In music, there is ongoing teacher assessment to ensure that the children are keeping up with the pace of the curriculum and achieving the school's ambitious outcomes.</p>
 <p>End Points</p> <p>We believe that every child should leave KS2 with the skills, knowledge and understanding necessary to prepare them for KS3. All children are given the opportunity to sing regularly, learn a variety of instruments and experience performing on stage to a live audience.</p>	 <p>Teachers' Expert Knowledge</p> <p>The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. To this end, it is expected that teachers whose curriculum knowledge is not sufficiently developed will take steps to address this gap using support materials supplied by Charanga and through CPD courses via the Sheffield Music Hub.</p>	 <p>Performance Data</p> <p>There is no published data for music at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group.</p>
 <p>Sequencing</p> <p>The National Curriculum for Music does not sequence the disciplines in the primary curriculum across different year groups. To ensure there is progression and continuity through school, Charanga is used as a basis to provide a structure for progress through the year groups. This is a spiral curriculum which allows pupils to continually revisit their key learning and build on it.</p>	 <p>Promoting Discussion and Understanding</p> <p>Throughout the lesson, children are encouraged to work collaboratively to plan, adapt, improve, and evaluate their own performance and the performance of others, whilst also understanding the many elements used to make music.</p>	 <p>Pupils' Work</p> <p>Pupils' work is practical and is often photographed or video recorded. Children are given the opportunity to perform their work to a wider audience.</p>
 <p>Addressing Social Disadvantage</p> <p>At Bradway, we believe that all children should have access to live music and instrumental tuition regardless of their background. Additional enrichment opportunities are offered to pupils in receipt of pupil premium funding, such as instrumental tuition, trips and afterschool and lunchtime music clubs.</p>	 <p>Knowing More and Remembering More</p> <p>The progression plan includes key vocabulary, core knowledge and skills development for each year group. These are revisited throughout a pupil's time in school, so that children can speak with increasing confidence and clarity around the subject.</p>	 <p>Talking to Pupils</p> <p>Talking to pupils is key to the continual refinement and development of the music curriculum. Pupil feedback is used to assess the success of units of work.</p>
 <p>Local Context</p> <p>Sheffield has a strong music tradition from classical concerts to pop artists and visiting festivals. All children have at least one opportunity to attend and experience a live music concert. Our school choir works collaboratively with other local feeder schools to rehearse and perform a wide range of repertoire resulting in a massed performance. WE also take part in Young Voices concert which offers children an even bigger stage and performance.</p>	 <p>Teacher Assessment</p> <p>Teachers, through observation on a lesson-by-lesson basis, measure impact. This is judged against the outcomes highlighted at the beginning of the lesson and is shared throughout the lesson.</p>	
<p style="text-align: center;">Links / References</p> <p>https://www.sheffieldmusicclub.org</p> <p>https://www.charanga.com</p> <p>https://www.outoftheark.co.uk</p>		