

# Hurst Drive Primary

## Music Curriculum Guidance 2022-23



### **Intent**

At Hurst Drive, we believe that every child should have access to high-quality, practical, and engaging musical experiences.

Learning is focused on developing self-confidence, musical skills, knowledge, and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to.

We aim to provide a curriculum which broadens and deepens pupil understanding. All staff have high expectations for all children, mirroring our school vision, 'Success For All'.

### ***At Hurst Drive primary School we aim:***

- To provide a well structured, progressive curriculum.
- Access to at least one hour of music learning each week.
- To bring our community together through celebratory musical performances.
- Celebrate the inclusion of pupils with special educational needs and disabilities.
- Allow access to instrumental tuition

By the time children leave Hurst Drive, we expect our pupils to be able to have a good foundation of musical skills, knowledge and experiences.

This will enable there to be 'success for all' children in further education and the wider world.

### **Implementation**

#### **Planning**

Teachers plan according to the **Sing Up** Music Curriculum of work and to provide a creative and progressive whole school approach.

At Hurst Drive we encourage our children to be active learners who draw upon previously taught knowledge to further their understanding.

#### **Teaching and Learning**

At Hurst Drive, we use a variety of learning and teaching styles in order to meet the needs of all our pupils. Clear objectives from the National Curriculum are set and teachers differentiate according to the needs of the children to ensure the objective is met and every child is challenged. Targeted teaching is used to support identified children.

Voice21 is a whole school oracy strategy which is used to promote the importance of class discussion and child engagement.

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We create active and engaging lessons by:

- Encouraging group work and discussions.
- Allowing for performances and presentations.
- Allowing opportunities for children to lead their peers.

### **Inclusion**

Driven by our vision of 'Success For All', all children receive quality first teaching in music and activities are differentiated accordingly. Staff have high expectations that all children can achieve their full potential.

Points to remember when planning a music curriculum that will be accessible for children with SEN are:

- Try and avoid sensory overload. Children with ASN are particularly sensitive to noise and other sensory stimulation.
- Develop a hands-on, programme that includes varied activities like movement, instruments, rhythm, speech, sound exploration, melody, and dance.
- Use songs or games that contain directions to help children who struggle to follow verbal directions.

A useful document to refer to when planning for inclusion in music:

<https://dera.ioe.ac.uk/13802/1/music.pdf>

### **Impact**

Through the use of ongoing assessment; monitoring of teaching and learning and feedback with pupils, we will be able to identify the impact. We evaluate progress and attainment for all pupil groups including our SEN pupils, in order to successfully support and challenge to ensure best possible progress and success for all.

### **Assessment**

Assessment is used to inform the teacher of pupils' progress in Music. Both Assessment for learning and Assessment of learning is used at Hurst Drive Primary School and are imperative to ensure that all of our children are achieving their potential and making consistent progress.

Formal assessment of Music is carried out using:

- Recorded musical activities each term.
- Using the recordings to check how far children are achieving their year group expectations.

### **Formative assessment**

Formative assessment is used to reflect on, adapt and differentiate lessons each week.

### **Feedback**

Work is recorded on google drive.

Teachers provide feedback to the children termly.