

**Curriculum Area:** Music

**Duke of Lancaster Vision**

Duke of Lancaster will provide students with an outstanding ***holistic, ambitious, diverse, and thoughtfully planned*** curriculum. The school will deliver ***learning opportunities both in the classroom and beyond*** to support the development of everyone's ***social, emotional, and academic skills and knowledge*** to create ***freedom of choice for all*** and the capabilities to lead ***fulfilling lives with independence, success, and confidence***.

**Curriculum Intent Statement**

Primary Curriculum

Intent

Music is a universal language that embodies one of the highest forms of creativity. At the Duke of Lancaster Academy each child will have the opportunity to learn to play a musical instrument and perform as part of a group and/or solo during our lessons.

The music curriculum for primary phase is divided into three strands – performing, composing, and appraising. Key skills have been identified in each strand and progress has been planned for across each phase within each strand. These are detailed in the music long term overview and coverage is mapped on the phase specific objective mapping grid. The teachers use resources from Charanga as well as their own subject knowledge to plan and deliver music lessons. There are opportunities to listen to a wide variety of music at different times of the school day. Music in Upper Key Stage Two is mainly delivered by a specialist music teacher who teaches the children the key elements of the music curriculum through teaching them to play the clarinet. This work is supplemented by music appraisal sessions led by the teacher.

Music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. (Department of Education, National Curriculum) At The Duke of Lancaster Academy our aim is to provide a music curriculum which will enable each child to reach their full potential in music, encouraging children to enjoy singing, composing and performing and provide children with the opportunity to perform in front of an audience. Our curriculum explores different elements of music, teaches important vocabulary and helps to develop an understanding on how music has changed throughout history.

Implementation

KS1 use the Charanga scheme to cover basic skills such as pulse, rhythm, pitch and tempo. They have the opportunity to explore non-pitched instruments. In KS2 the Music curriculum is centred around Charanga, a music-based scheme in which children learn to sing and play instruments. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

### Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Assessment is undertaken by the class teacher and noted on children's individual ILPs.

Our long-term plan is available below and indicates the objectives' themes that will be covered in school, over a two-year rolling programme.