

## Curriculum Vision

### OUR VISION

**From tiny seeds, we grow and learn together.**

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever-changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

**Little people can do big things through love, courage and joy.**

### OUR VALUES

LOVE

COURAGE

JOY

### OUR BEHAVIOUR PRINCIPLES

KIND WORDS

KIND HANDS

KIND FEET

### MUSIC INTENT

It is our intent that all children will have access to high quality music and will be exposed to a range of genres and artists. We also give children access to a range of instruments, both tuned and untuned to experiment with, learn to play and to experience performing to an audience so they can become people who:

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Have the confidence to perform to an audience of people, showing the skill they have been taught.	Aware of a range of music from around the world and through different periods of time. Also, being aware that the style they are hearing may be just one specific style in this time, place etc.	Understand that music can help mood and emotions that someone is feeling and therefore can be a helpful tool to support self.	Have the opportunity to explore music from different times and places which is rich with musical dimensions and include live music.
Have fostered a life-long love of music	Have developed key skills that can be used within music and within other contexts of learning and the world.	Have their own musical preferences and opinions.	Have a understanding of a range of artists, composers and musical styles.

### MUSIC IMPLEMENTATION

We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction (Crookham Toolkit)	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and purposeful outcomes	Ordinarily Available Provision (OAP) which meets individual needs
Learning Animals (BLP 4 Rs)	<b>Reflective Owl</b> Reflectiveness		<b>Resourceful Squirrel</b> Resourcefulness		<b>Tough Tortoise</b> Resilience	<b>Team Ant</b> Reciprocity
Learning will provide a broad and balanced mix	<b>EYFS: Early Years Foundation Stage Curriculum (Reception Year)</b>					
	<b>Prime Areas of Learning</b>			<b>Specific Areas of Learning</b>		

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of these subjects		Communication & Language	Physical Development	Literacy		Understanding the World	Expressive Arts & Design	
	<b>KS1: Key Stage 1 (Years 1 and 2)</b>							
	<b>Music Subject Content</b>							
	Listening and Understanding		Playing		Creating: including notation		Singing	
	<b>Music Disciplinary Knowledge</b> The disciplinary knowledge and skills needed to work as a Musician:							
	<b><u>Composition</u></b> Create and perform rhythms and simple melodies using a range of instruments, body percussion and voice.				<b><u>Oral skills and vocabulary</u></b> To be able to listen carefully to a piece of music, identifying some features of the music and repeating simple rhythms and beats.			
	<b><u>Notation</u></b> To understand the simple symbols that we use when recording music to help know when to play, for how long and where we should rest.				<b><u>Understanding Musical Dimensions</u></b> Using and noticing changes in pulse, rhythm, pitch, dynamics and timbre to create different moods or effects within a piece of music.			
	<b><u>Collaboration</u></b> To be able to play together and work within a team to create and perform.				<b><u>Musical Knowledge</u></b> To show an understanding that music can be created and performed for different reasons and can sound different based on a range of different variables e.g., culture or age of music.			

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Our School specific components	 <b>Crookham</b> C.E Aided Infant School  <b>Crookham Toolkit</b> ('How we teach here')	 <b>Hampshire Music Service</b>	 <b>School Library Service</b>	 <b>Oracy Approaches</b>	
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### CURRICULUM IMPACT

#### MEASURING IMPACT

We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:

Reception Baseline Assessment and EYFS outcomes	Summative Assessment	Formative Assessment	Team Subject Reviews	External validation and inspection reports	
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil conferencing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Nursery Rhymes	Singing	Melody and Pitch	Beat	Mini-beasts music	Melody, pitch and dynamics.
Year 1		Dog-Walk Story through music (simple notation)	Castle Music – Music from the medieval period  Singing	Where the wild things are  Notation and untuned instruments		Vivaldi  Composing and listening

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Year 2	Mini-beasts – beat, dynamics, pulse and rhythm.			Samba  Untuned instruments – listening and composing.	Tuned Instruments and notation  (bar bells and keyboard)	Singing  Voice and pitch
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	<u>Sing</u>	<u>Play</u>	<u>Listening and understanding</u>	<u>Create</u>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Show awareness of listeners.</li> <li>Sing a range of well-known songs and rhymes.</li> <li>Rehearse and perform songs, rhymes and poems with others, trying to move on time to a beat where possible.</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with instruments, having the opportunity to discover how they sound and the different sounds that they can make.</li> <li>To experiment with a range of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to sounds and recognize them.</li> <li>Listen to favorite songs and rhymes throughout the day, joining in with the parts of the song they enjoy and know.</li> <li>To understand that music is a sound and can be recreated using their voices or instruments.</li> <li>That sounds can be both loud and quiet and can be played fast and slow.</li> </ul>	<ul style="list-style-type: none"> <li>Children will start to create music naturally when allowed the opportunity to explore and hear sounds.</li> <li>Children will start to represent their own ideas in music.</li> </ul>
<b>Year One</b>	<ul style="list-style-type: none"> <li>Use voice in different ways such as speaking, singing and chanting. Use voice expressively and creatively.</li> <li>Sing songs musically and understand how to warm up</li> </ul>	<ul style="list-style-type: none"> <li>Recognize different instruments and start to categorize them.</li> <li>Learn to follow a conductor or band leader.</li> <li>Explore the different sounds of instruments, considering</li> </ul>	<ul style="list-style-type: none"> <li>Listen to music with sustained concentration.</li> <li>Listen to and copy a simple rhythm or melody.</li> <li>Find the pulse whilst listening to music and using movement.</li> </ul>	<ul style="list-style-type: none"> <li>To use marks to help remember own composed music. This may be shapes that say which instrument should be played and in which order.</li> <li>Childre to create their own beats and pieces of music, this</li> </ul>

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	<p>and project the voice whilst also demonstrating good posture.</p> <ul style="list-style-type: none"> <li>Learn to perform chants, rhymes, raps and songs.</li> </ul>	<p>if the instruments are tuned or untuned.</p> <ul style="list-style-type: none"> <li>To perform a piece of music which may differ slightly every time they perform.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss feelings and emotions linked to different pieces of music.</li> <li>To listen to a range of music from around the world and consider how music through time and around the world changes,</li> <li>Listen to and copy a simple rhythm or melody.</li> <li>To use the correct musical language to describe a piece of music.</li> <li>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</li> <li>Understand that pitch describes how low or high sounds are.</li> <li>To understand that tempo describes how fast or slow the music is going.</li> <li>.</li> </ul>	<p>may not be the same every time that they perform.</p>
<b>Year Two</b>	<ul style="list-style-type: none"> <li>To sing with the sense of shape of melody. Controlling the pitch of voice more.</li> <li>To use voice in a variety of ways, considering the melody and pitch of the song.</li> <li>To warm up their voices using familiar forms, being</li> </ul>	<ul style="list-style-type: none"> <li>To improvise a simple rhythm using different instruments including the voice.</li> <li>To perform using instruments, voice and objects in a variety of ways ensuring the melody is clear. The children will also be taught to consider the</li> </ul>	<ul style="list-style-type: none"> <li>To listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>To listen and discuss music from around the world and though the ages, considering the style, texture and structure of the music in</li> </ul>	<ul style="list-style-type: none"> <li>To create their own music composition using a range of instruments, objects and their own voices considering the pace, rhythm, pulse and texture of a piece of music.</li> <li>To use markings to create notation of music.</li> <li>To explore sounds and create a piece of music using both</li> </ul>

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	able to talk about the importance of doing so.	duration and texture of the music they are creating. <ul style="list-style-type: none"><li>• To experiment with instruments to help choose the best instrument for the piece they are creating. To show awareness that instruments can be made from everyday objects and selecting these to help produce specific sounds.</li></ul>	relation to the music style and era. <ul style="list-style-type: none"><li>• To build an understanding of the pulse and internalise it when listening to a piece of music.</li><li>• To understand that timbre describes the character or quality of sound.</li><li>• To understand that texture describes the layers within music.</li><li>•</li></ul>	instruments and everyday objects to create the specific sound that they need.
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