



Music Curriculum Statement

Intent	Implementation	Impact
<p>At Teagues Bridge Primary School, our aim is that children 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.</p> <p>We aim to provide children with a wide range of experiences within our curriculum so that they develop a curiosity for the subject, as well as an understanding the importance of all types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.</p> <p>At Teagues Bridge Primary School, our music curriculum ensures that children are taught about different elements of music, learn subject specific vocabulary and develop a good understanding of how music has changed through history.</p> <p>The National Curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none">• Perform, listen to, review and evaluate music• Be taught to sing, create and compose music• Understand and explore how music is created, produced and communicated.	<p>At Teagues Bridge Primary School, we use the Charanga scheme of work as a basis for our music lessons to ensure that children across the school are exposed to the key knowledge, skills and vocabulary needed. The Charanga scheme of work is used to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. The music curriculum ensures students sing, listen, play, perform and evaluate within a range of contexts and for a range of audiences and purposes.</p> <p>The music curriculum ensures students sing, listen, play, perform and evaluate. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed.</p> <p>In the classroom students learn how to play various un-tuned and tuned percussion instruments. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the</p>	<p>The music curriculum at Teagues Bride Primary School ensures that children develop a good understanding of music, composing, performing and ensures children develop an appreciation for music in different forms. Our music curriculum also develops an understanding of culture and history, both in relation to the children individually, as well as ethnicities from across the world.</p> <p>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.</p> <p>Through our broad curriculum offer, children at Teagues Bridge Primary School are supported in building self-confidence, interaction with and awareness of others, and self-reflection.</p> <p>Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.</p> <p>Marking is used to address misconceptions, evaluate children's learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is</p>

understanding of musical elements without the added complexity of an instrument.

used to address misconceptions and move learning forward instantaneously.

Ongoing questioning throughout lessons is used by all teachers and the outcome of this questioning is used to adapt lessons in response to the needs of children.