



Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equipment them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

### Curriculum statement for the teaching and learning of Music

#### INTENT

At Porthleven Primary School, we value music because it is a powerful and unique art form. Music boosts creativity and supports development in social skills, self-discipline and confidence. We provide a music curriculum where children develop a solid understanding of the interrelated dimensions of music through the skills of performing, composing and appraising. We ensure children experience a range of classical, rock, folk, jazz and popular music taken from different times and cultures. All pupils experience tuned musical instrument teaching and children Y3-6 are offered the opportunity to build on these with additional instrumental lessons in school time (privately or in small groups), including financial support for Pupil Premium children. Our wider curriculum offer includes opportunities for pupils to take part in extra-curricular musical groups including: choir, recorders, competitions and ensemble groups.

Underpinned By interrelated dimensions of music	All musical learning in this Scheme is built around the Interrelated Dimensions of Music. These dimensions are at the centre of all the learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).								
	Pulse	Rhythm	Pitch	Tempo	Dynamics	Timbre	Texture	Structure	Notation
	The regular heartbeat of the music; its steady beat.	Long and short sounds or patterns that happen over the pulse.	High and low sounds.	The speed of the music; fast or slow or in-between.	How loud or quiet the music is.	The sound quality of an instrument e.g. the trumpet has a very different timbre to the violin.	Layers of sound working together.	The structure of a piece of music e.g. introduction, verse, chorus, ending.	The link between sound and symbol.

Implementation	<p><b>Broad and Balanced Curriculum</b> The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and is an integrated, practical, exploratory and child-led approach to musical learning.</p>	<p><b>Listen and Appraise</b> All lessons provide the children an opportunity to listen to at least one new song per session. They will apply their knowledge of the interrelated dimensions of music (see above) to different genres e.g. gospel, reggae, blues. Children also listen, appraise and learn about the work of one iconic singer/musician/composer/band (from different times in history and from different ethnic backgrounds) per term. This helps to build pupils' cultural understanding and knowledge.</p>	<p><b>Resources</b> Musical activities form the basis of most lessons and are based around a song: <b>Games</b> embed the interrelated dimensions of music through repetition. Singing is at the heart of all the musical learning. <b>Playing</b> instruments with the song to be learnt on tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children. <b>Improvising</b> with the song using voices and instruments occurs in some Units of Work.</p>
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<p><b>Perform/Share</b> Children are given the opportunity to share what has taken place during the lesson and work towards performing to an audience.</p>	<p><b>Cross curriculum links</b> Where possible, links will be made to current topics, to engage pupils and make their learning relevant.</p>	<p>Extra Curricular Activities Children have the opportunity to undertake further lessons in a musical instrument with a peripatetic teacher. The school currently offers brass, woodwind, guitar, piano and percussion. Funding is available for Pupil Premium children.</p>	
<p><b>Knowledge Organisers</b> To help our pupils to relate to the previous year's learning and to form a strong, meaningful schema, knowledge organisers are provided for each year group. that include the concepts taught and vocabulary that the children will understand and apply during their music units.</p>	<p><b>Assessment:</b> Children are assessed against the main core concepts: Listening and appraising; Musical activity and Perform &amp; Share.</p>		

<b>Impact</b>	At the end of each year, pupils will have gained a deepening understanding of the interrelated dimensions of music. They will be able to apply this to:			
	<p><b>PUPIL VOICE</b> Children can listen and appraise songs from a wide variety of genres and time periods. They can name a growing number of iconic musicians and composers, and discuss why they are/were important.</p>	<p><b>EVIDENCE IN SKILLS</b> Children can sing a variety of different songs. They can play tuned and untuned instruments with increasing competence.</p>	<p><b>IMPROVISE AND COMPOSE</b> Pupils can show their deeper understanding of a piece by improvising further rhythms/melodies and composing short sections.</p>	<p><b>PERFORM, SHARE and EVALUATE</b> Children can perform and share their work with others. They can compare and comment on skills, techniques and ideas that they and others have used, then use their observations to improve their work.</p>