




















Music Curriculum





Ankermoor Primary Academy Curriculum



Aim	<p>Learn together, achieve together</p> <p>At <u>Ankermoor Primary Academy</u> we intend that all pupils, regardless of background, develop the knowledge and character needed to flourish in life.</p> <p>We aim to 'inspire all to excellence'</p>								
Trust Vision	Inspiring all to excellence								
Trust Values	<p>We care</p> 	<p>We leave no-one behind</p> 	<p>We celebrate individuality</p> 	<p>We are brave</p> 					
Fundamental values	<p>High Expectations</p> 	<p>Perseverance</p> 	<p>Enjoyment</p> 	<p>Respect</p> 	<p>Trust</p> 	<p>Responsibility</p> 			
Big ideas	A	N	K	E	R	M	O	O	R
	Adventure	Nature	Knowledge	Enterprise	Relationships	Movement	Observe Critically (evaluating)	Observe Thoughtfully (empathising)	Respect
									



Curriculum Intent



Builds on our fundamental values of 'High Expectations, Perseverance, Enjoyment, Respect, Trust and Responsibility'.

Promotes a life-long love of learning.

Enables children to offer opinions and reason articulately, whilst also being able to debate and disagree respectfully.

Raises aspirations and open's their eyes to a world beyond their immediate surroundings.

Promotes practical everyday life skills that prepares our children for the future.

Enables children to become active learners who are positively engaged in the acquisition of skills and knowledge.

Promotes creativity, curiosity, and confidence.

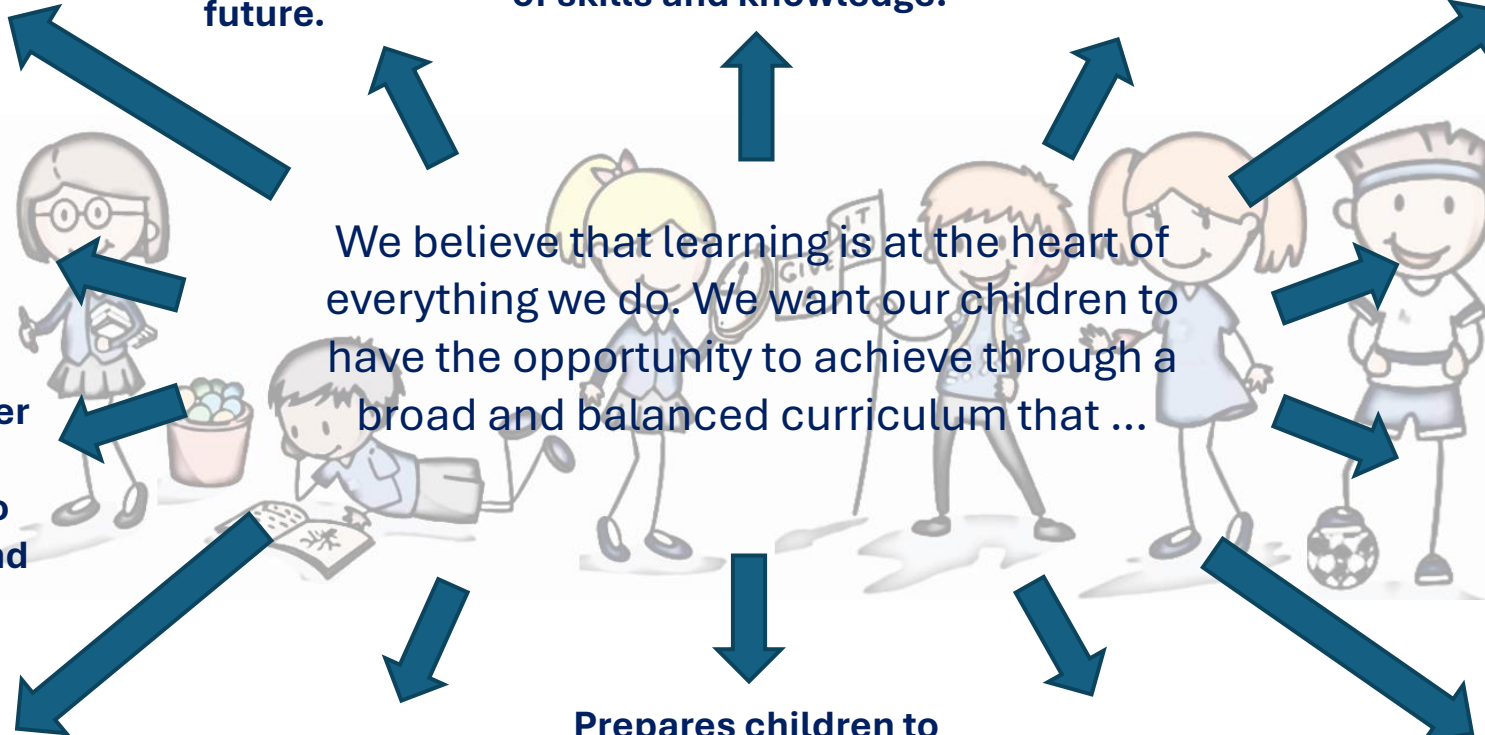
Allows children to be able to reflect on their learning and to improve their own work.

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge.

Builds character, resilience, self-motivation, and a will to succeed.

To provide opportunities for our children to learn in different ways and to have a wide variety of learning experiences.

We believe that learning is at the heart of everything we do. We want our children to have the opportunity to achieve through a broad and balanced curriculum that ...



Develops a hunger for knowledge and to have the resilience necessary to tackle challenges and problems.






Prepares children to take risks and learn from their mistakes.

To enable children to develop as independent learners as well as being able to work collaboratively.

Subject Specific Sequencing and Key Concepts: Each subject has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6. Key Concepts are the subject specific ‘*Golden Threads*’ that children will learn about, return to and revisit as they progress through our school. Our pupils will have opportunities to link new learning to prior knowledge thus building a rich and deep knowledge of these ‘*Golden Threads*’ with each encounter. (See Geography long term plan with key concepts)







Big Ideas:

These are the overarching ‘*Anker Moor*’ concepts that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘Observing Critically’; making observation in Science, identifying main ideas within a text in English, observing and critiquing artwork, analysing data sets in maths, evaluating historical sources, observing local ecosystems within Geography, self reflection and critical thinking in PSHE.









A	N	K	E	R	M	O	O	R
								

Character Virtues:

These are the underpinning qualities and character traits that we desire all of our children, and staff, to demonstrate.

High Expectations 	Perseverance 	Enjoyment 	Respect 	Trust 	Responsibility 
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IMPLEMENTATION – Our approach

A	N	K	E	R	M	O	O	R
								

Music at Anker Primary Academy, is taught by Rocket (<https://rockitmusicprojects.org.uk/>) to support the teaching. We also work with Entrust to teach 1:1 and small group instrument lessons (saxophone). We use Rock Steady for small group music sessions (drums, keyboard, guitar, bass guitar) and termly concerts.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Music aims to ensure that all pupils:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

We chose RockIt for our pupils as we believe that it supports our aim to build citizens of the world, our intrinsic values, virtues and ‘Big Ideas’.

IMPLEMENTATION – Our approach

Music at Ankermoor Academy has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

At Ankermoor Primary Academy, through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context.

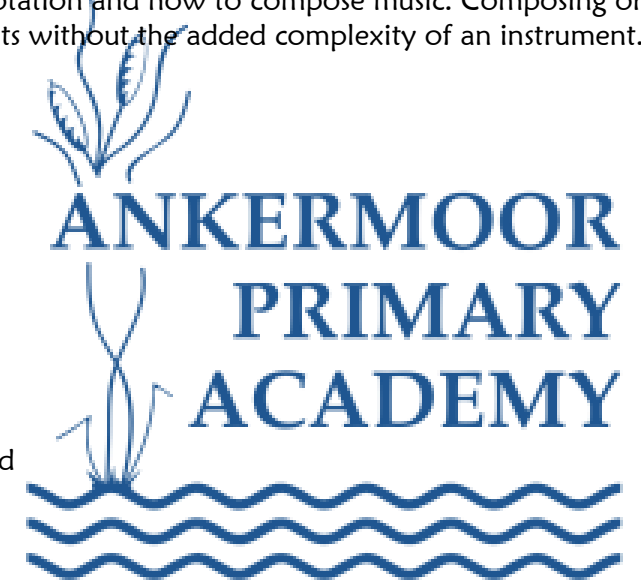
The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014).

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by: Setting open-ended tasks which could have a variety of responses; Setting tasks of increasing difficulty; Grouping children by ability in the room and setting different tasks to each ability group; Providing resources depending on the ability of the child; Using classroom assistants to support the work of individuals or groups of children SEND - We will strive to remove barriers to learning for pupils with SEND.

Staff at Ankermoor Primary Academy create a positive attitude towards music learning both inside and outside the classrooms and promote the expectation that all children can achieve highly through adaptive teaching. Recall, repetition, modelling and practice are key facilitators used to support all children in their learning. Key vocabulary is an integral part of each unit of work, enabling children to have a greater understanding of important key concepts, '*Golden Threads*', thus enabling them to communicate musical information.



EYFS Development Matters 2020: Understanding of the World

Understanding of the world involves guiding children to make sense of the physical world and their community. The frequency and range of children`s personal experiences increase their knowledge and sense of the world around them.- from visiting parks, libraries and museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support, understanding across domains. Enriching and widening children`s vocabulary will support later reading comprehension.

EYFS Development Matters 2020: Expressive Arts and Design

The development of children`s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key Stage National Curriculum Expectations: Music

Key stage 1:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key stage 2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

IMPACT– Our approach

At Ankermoor Primary Academy, we are determined that teaching and learning in all subjects is driven by our curriculum intent. Therefore, we monitor the impact of learning in each lesson through teacher observations, discussions, low-stake quizzes and work produced which is evidenced in children's books, displays.

Impact is also measured at the end of a unit of work through:

- the use of subject specific Assessment One Notes
- Internal and external picture building

