



St. Merryn Music Curriculum Overview

Curriculum Lead - Jenny Muller

1. Rationale for the curriculum, including the purpose and the key ideas

At St Merryn we believe music education should give all children the opportunity to develop their skills, appreciate a wide variety of musical forms and begin to make judgements on the quality of music as well as playing and performing music. Music education enables children, whatever their circumstances or ability, to have a vehicle for personal expression, success and creativity.

The wider benefits of music include the development of collaboration, risk taking, perseverance creation and innovation as well as promoting pupils' spiritual, moral, social and cultural development.

The intent of the music curriculum at St. Merryn is to focus on key areas of learning; Listening and Responding, Singing, Performing, Composing and Innovating.

2. Subject planning, delivery and assessment

Planning

- St Merryn uses the Model Music Curriculum guidance, Charanga planning scheme as well as a variety of other resources such as BBC Ten Pieces and Singup to plan lessons and ensure curriculum coverage on a 2 year rolling programme.
- Music lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work and rolling curriculum programme at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- At KS2, all components of the National Curriculum are taught. Children will learn a woodwind, percussion and string instrument through their time in KS2 enabling them to receive a broad and balanced curriculum.
- A curriculum map and curriculum provision map are in place to show the progressive stages the children access as they move through the school.

Delivery

- St Merryn music delivery follows a cross - curricular approach that is led by the Model Music curriculum and the National Curriculum objectives. We use the Charanga scheme of work as well as peripatetic teachers and BBC ten pieces to ensure effective teaching. This allows children to have a variety of musical experiences throughout their time at St Merryn
- Each lesson is supported by a thorough pedagogy.
- Children will be offered the learning objectives and success criteria which are visible throughout the lesson.
- Key vocabulary will be introduced to children and modelled throughout the lesson by teachers with the expectation that children use this vocabulary also.
- A warm-up will take place from EYFS through to Year 6 where teachers progressively build upon knowledge gained in previous years e.g. discussion about improved blood flow, prevention of injury and noticing what is happening to our bodies as we exercise.
- Teaching activities follow a carefully designed format whereby teachers and/or pupils will model an activity before moving on to the children having their turn.
- Teachers aim for an 80:20 proportion* whereby children are active for 80% of a lesson and teacher talking time is reduced to 20% (*wherever possible).
- The use of cross curricular links to topics and other subjects are included through vocabulary wherever appropriate.
- The use of ICT is encouraged within lessons. This may take the form of:
 - Videos of good technique
 - Videos of performances
 - Audio recordings
 - Children filming and evaluating technique and performances within lesson
 - Photography
- Each lesson will provide the children with an opportunity for self-assessment against the lesson objectives.

Assessment

- St Merryn school uses formative and summative assessment within music.
- Within each lesson, children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as give critical feedback to peers. Teachers make formative judgements and give oral or written feedback as necessary to inform future progress.
- On completion of a piece of work, teachers assess and make a judgement about the work of each pupil with regard to the National curriculum objectives and progression statements. Children are encouraged to self-assess what they have learnt and how they can improve their learning.
- St Merryn are also trialling the use of Otrack systems and Charanga curriculum statements in order to complete formative assessments of the children's attainment.

3. A clear rationale for the curriculum, including the purpose and the key ideas

- [See point 1 for curriculum rationale](#)
- The development of this curriculum has taken place with the guidance of the Model Music Curriculum for Key stage 1 and 2. Units of work have been chosen to follow the National Curriculum objectives and progression overview, allow for assessment opportunities and enable lessons to be taught that cover a wide range of musical knowledge and skills.

- An effective curriculum in Music comes from a combination of sources; including working collaborating with the Cornwall Music Education Hub, external practitioners and teachers.
- Throughout the subject, the guidance of the Model Music curriculum (2021) and the National Curriculum objectives (2014) at the core of the pedagogy and curriculum design. The Model music curriculum provides a practical frame work and a springboard from which to approach the teaching of music and complements the [National Plan for Music](#).

4. Monitoring and evaluation of intent, implementation and impact of lessons

Monitoring and evaluation of intent

St Merryn is dedicated to maintaining an up-to-date stance with the development and implementation of the curriculum content. Therefore, it is important to St Merryn that we seek and utilise the most recent information from:

- Charanga
- Model Music Curriculum: Key stages 1 to 2
- Cornwall Music Education Hub
- Ofsted

Monitoring implementation and impact of lessons

Subject leadership time is allocated to allow for the subject leader to carry out learning conversations and planning scrutiny to ensure that the above curriculum delivery is followed as per this document and the subject policy.

Impact of lessons will be monitored by teachers formatively throughout a unit of work. Teachers can be supported by the subject leader in order to aid the impact of lessons where required. At the end of units, teachers and the subject lead will assess the impact of teaching and make action plans as appropriate. This may include supporting teachers, evaluating lesson plans used or the resources of the school.

5. Action plans related to whole school SIP

See the [Action plan](#)

6. Connectivity: a statement on how the subject works alongside other subjects

Connectivity runs throughout each element of the curriculum at St Merryn.

Where possible and appropriate, connections can be made between other subject areas and Music for example:

- English through creativity and poetry (using metaphors, adjectives, story writing)
- English (and all other subject areas) using new vocabulary that is encouraged. Refer to point '2. Delivery'
- Application of number (positioning, patterns, working to a scale, timing)
- Problem solving (experimenting and adapting)

- Computing Skills (Developing and recording ideas including I pads and computers)
- Our school rules and values (creativity, curiosity, knowledge, perseverance, pride and respect)
- Singing assembly and assembly programme. (Listening to pieces of music). This may include music chosen by students and staff with their responses and feelings about the music. Wake and Shake programme (Introduces new songs to children to learn dances to)
- Films and/or TV programmes
- Places visited and visitors – theatres and visiting artists

7. Budget

The music budget is overseen by St Merryn's Executive head, Head of School, Subject leader and School governors. The spend, as is the curriculum, is focused on enabling the success of the Music action plan and curriculum priorities.

8. Governance

At St Merryn LAB members work together and share time between subject areas. At reviews points set out across the year, governors will be consulted with regards to all aspects of the Music curriculum using this documents, and subsequent updated versions, as an agenda to provide focus points for discussion.

During subject area discussions, the subject leader will compile a presentation to update the governors on the position and direction of the subject area.

9. Risk assessments

In light of COVID-19 St Merryn have followed government advice and have adhered to the sport/activity specific rules as well as national restrictions.

Currently, Music in St Merryn is covered by the school risk assessment.

Here is a summary of key points:

Cross-bubble contamination is eliminated by the curriculum subjects being shared between bubbles. For example, if one class uses instruments they are cleaned if appropriate or quarantined for 72 hours before the next class can use them.

In the instance where by equipment is used by another class, all staff understand the 72 hour quarantine rules in place.

Off-site visits and peripatetic staffing

For off-site visits such as theatre, musical performances or related trips, risk assessments will always be sought, reviewed and approved by Exec. Head, Head of School and Subject leader before any trips can go ahead.

Relevant risk assessments will be kept in a folder on the Staff shared drive and also a paper copy will be taken on the relevant trip with the off-site trip leader.

10. Peripatetic staffing and non-teaching staff

Peripatetic staff are permitted to work within the school setting again following the outbreak of COVID-19.

All staff who plan to teach lessons in school will have to provide the appropriate lesson planning and risk assessments to the subject leader so that these can be added to the subject profile. All organised external teaching will only be approved when the knowledge of the curriculum adherence is sufficient.

Cornwall Music Education Hub

With the membership to Cornish Music Hub, we are entitled to specialist staffing. This use of teaching time is used to support teachers who would like to improve their skills within a particular subject area. Currently, the staff from the Music Hub are being used within Kestrels and Barn Owls for drumming and ukulele.

Internal non-teaching staff

Other non-teaching staff are encouraged to come forward with their skill sets within a particular area.

11. Extra-curricular activities.

St Merryn has had a strong history of extra-curricular offerings to children in time outside of Music curriculum allocation including singing, guitar and ukulele lessons being taught at school.

Since COVID restrictions have been in place, we are still able to offer 'remote' online lessons to children who would like to learn Guitar or Ukulele.

Outside of COVID restrictions, we offer school clubs and choir. Clubs will be offered to whole key stages and led by teachers with a particular interest in an area.

Visits to school by performance artists are to be arranged so children have access to a wide range of performances from professional musicians.

12. EYFS: how the subject is working to the standards set out in the EYFS framework

Music interweaves through all areas of learning and development in EYFS and it is an integral part of the learning covered throughout a child's journey in Nursery and Reception.

All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music is seen as a core component of children's learning.

Aspects of musical learning and development that are covered in EYFS do not always look and sound like a typical music lesson but includes hearing and listening, vocalising and singing, moving and dancing, exploring and playing.

13. EYFS – information on outdoor play facilities

Children in our foundation stage have access to outside music making and noise making tools. They have stage areas and are encouraged to perform dances and songs that they know or create. Music learning is through play which is encouraged as well as the use tools such as water tools, construction tools which are used to make noise, discover pitch, rhythm and timbre.

14. See our separate document on adaptations of Music for SEND