



## Intent, Implement & Impact Statement *for* Curriculum with Classroom Instrumental Learning

### **INTENT**

Our new and developing primary curriculum will align with the 'HEART' principles at the core of our organisation – Honest, Expert, Achieving, Reliable, and Together – while also matching the ambition of the National Curriculum (NC) and Model Music Curriculum (MMC). Schools in Calderdale have a wide variety of contexts and settings. We celebrate these differences and encourage all our pupils to develop an active relationship with, and love of, music.

Our curriculum should leave pupils with a deep understanding of the inter-related dimensions of music, as well as the procedural knowledge to demonstrate this understanding through performance, and the declarative knowledge to discuss, engage with, and create music. All of the children we teach should have the opportunity to see themselves represented in our curriculum and should also experience the diverse range of cultures in Calderdale and the wider world.

We place singing and movement at the heart of our curriculum and use this as the bedrock for KS1. Through a range of songs and games, we aim to nurture children's natural love of singing. We start building an awareness of pulse, beat and rhythm from the start of our curriculum. This develops as children move on to a series of topics which combine progressively more challenging melodic and chordal ideas and explore music from around the world.

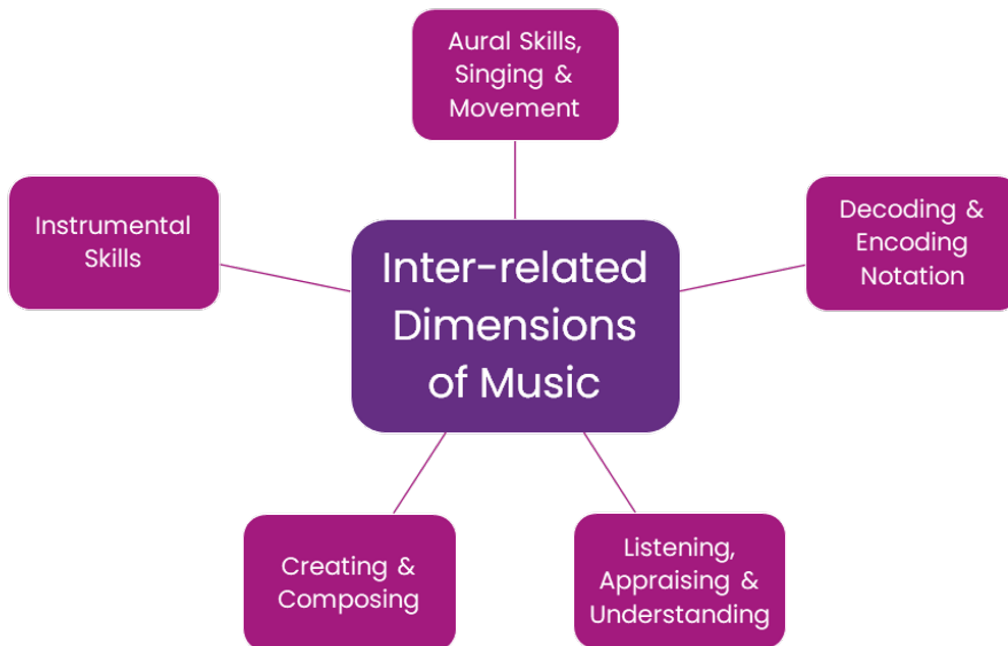
By the end of our curriculum, children should be able to:

- Confidently and accurately use a range of technical vocabulary
- Sing and perform with control and expression on a limited number of instruments
- Play with the musical ideas they have acquired through improvisation and composition
- Discuss musical features from a variety of geographical & historical origins



## IMPLEMENT

Our curriculum is separated into 5 inter-linked learning areas, which are woven together with the Inter-Related Dimensions of Music (pitch, duration, dynamics, tempo, timbre, texture, structure).



Activities focused on one learning area may be repeated across topics but will likely accompany more detailed or deeper knowledge or skill in another area.

Developmental stages are separated into 3 phases:



**DISCOVER** typically corresponds to KS1, **EXPLORE** to lower KS2, and **DEVELOP** to upper KS2. However, we acknowledge that different classes may start this track at different points in their school journey.

E.g. a class that has had little to no specialist musical input may need to start DISCOVER in year 3, but may move through this phase faster than a year 1 class would.

## The 5 Learning Areas Overview

### Aural skills, Singing & Movement

vocal development

rhythm and beat keeping (in different metres)

rhythm and pitch recall

awareness of the body when performing

internalisation of pitch by sound (rather than by label or notation)

### Decoding & Encoding Notation

pictorial notation

Kodaly notation

graphic scores

stick notation

TAB

traditional, staff notation

### Listening, Appraising & Understanding

- describing the 'inter-related dimensions of music'
- recognising musical forms
- analysing and discussing musical examples
- identifying key features of specific genres and musical traditions

### Creating & Composing

Creating music through composition and improvisation involves making musical decisions. To perform their own compositions and improvisations successfully, students need to make sure the music they create matches their current skill level.

Our approach is to carefully control the choices available, then gradually expand the decision-making space and increase the complexity of decisions. This ensures that students' musical understanding and performance skills grow in step with their creativity.

### Instrumental Skills

Our performance track is based around a variety of instruments which may include: *untuned and tuned percussion, recorders, ukuleles, violins, clarinets, flutes & guitars*

Focusing on instrumental technique, fluency and automation in performance. Access to a wider selection of instruments also creates the opportunity for classes to build performances with different instrumental layers where appropriate.



## **Inclusion**

At Calderdale Music, we recognise that we do not all start from the same place and we acknowledge and make adjustments to imbalances, seeking to support those who need it most. We ensure equality of opportunity by considering different needs and capabilities without discrimination when delivering the curriculum, with our expert Music Leaders using adaptive strategies to ensure the lessons are accessible to all children and young people.

## **IMPACT**

The impact of the Calderdale Music Curriculum can be monitored through ongoing formative assessment. Our curriculum does not aim to assess progress in every learning area every half term, but any progress within one learning area is likely to have a positive impact on others. Following the Calderdale Music Curriculum should result in children leaving primary school ready and equipped to access music in KS3 and beyond.

The impact of our curriculum will be shown through students' ability to:

- develop a deep understanding and love of music from a wide range of cultures and traditions that will grow throughout their lives
- identify and articulate their own musical preferences
- sing and play musical instruments with musical understanding and control.
- feel the communal bonding experience of playing and singing with others, being part of something greater than themselves
- experience the joy and satisfaction of creating their own music
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians from around the world