



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject	Relevant Curriculum Statements		Related Vocabulary
MUSIC - Composing	EYFS	“Share their creations, explaining the process they have used.”	Dynamics (T3) Solo (T2) Pitch (T2)
	KS1	“Experiment with, create, select and combine sounds using the inter-related dimensions of music.”	Major (T2) Minor (T2) Ensemble (T3)
	KS2	“Compose music for a range of purposes using the inter-related dimensions of music.”	Motif (T3) Theme (T2) Form (T2)

SCHOOL AIMS

Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’.

- Respect
- Responsibility
- Resilience

BRITISH VALUES

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs

CULTURAL CAPITAL

Children may demonstrate an understanding of how to compose music using the inter-related dimensions of music that they have learned through singing, listening and improvising. Children will increasingly develop the musical skills to create increasingly advanced compositions that show their increasing understanding of the inter-related dimensions of music. Children may understand how to communicate their musical intentions by composing using written music notation. Through the understanding of music, pupils may develop a greater understanding and appreciation of British values and culture helping them to develop a greater appreciation and understanding of the world around them.

IMPLEMENTATION AND SEQUENCING

What will be made, produced, performed, or published?

A focussed term of dance as part of the Physical Education curriculum, children will create, practise and perform a minimum of one choreographed piece to their peers, to a chosen piece of relevant music.

What sequence of activity and pedagogy will be undertaken?

EYFS: Children enjoy moving their bodies in different ways.

Year 1: Children enjoy moving their bodies with some control.

Year 2: Children confidently create movement patterns.

Year 3: Children skilfully create controlled movements & patterns.

Year 4: With consistency, children repeat controlled movement patterns.

Year 5: Children create more complex controlled movement patterns.

Year 6: Children skilfully create a series of controlled movement patterns and sequences.

Mastery: With consistency, children repeat series of controlled complex movement patterns and sequences.

IMPACT

What knowledge will the children have embedded?

Children will be able to demonstrate the skills required to perform their dance. They will be able to work independently and as part of a group to perform to a piece of music. They will recall styles of dance and their features.

What retention may be demonstrated?

Here are some example questions that may be used to assess children’s understanding.

EYFS: How does this music make you feel? Is this music fast or slow?

KS1: Can you clap your hands to this beat? How could you improve your control when dancing?

KS2: How do you make sure your composition is consistent? What sequence did you find the most challenging and why?