



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 –Listening	EYFS	“Responds emotionally to music (live or recorded).”	Long (T1) Smooth (T2) Lullaby (T3)
	KS1	“Listen with concentration and understanding to a range of high-quality live and recorded music.”	Dynamics (T3) Tempo (T3) Melody (T2)
	KS2	“Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.”	Genre (T2) Crescendo (T2) Staccato (T3)

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 listen and appraise various styles of music. Children will increasingly develop the vocabulary to describe the inner workings of music and know what questions to ask when listening to music. Children will reflect, with increasing maturity and accuracy, upon how the understanding of music helps us to understand the greater world around us and how the subtle sounds of life can be enjoyed and interpreted. Children may understand and recognise different techniques used in different genres of music and some may be able to discuss the musical techniques utilised by different composers over time. 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 of the world around them.

IMPLEMENTATION AND SEQUENCING

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

Children will demonstrate their understanding of listening by regularly analysing music in school assemblies, school show/play rehearsals, annual school concerts, in school music lessons and choir rehearsals.

What sequence of activity and pedagogy will be undertaken?

EYFS: Listen to a range of live and recorded music with enjoyment.

Year 1: Listen to a range of live and recorded music with concentration and understanding.

Year 2: Listen to music with an increased understanding of pitch and basic structure.

Year 3: Listen to a range of live and recorded music with attention to musical detail.

Year 4: Listen and evaluate live and recorded music from different traditions and genres showing an understanding of the music’s style.

Year 5: Listen and evaluate a range of live and recorded music from different traditions, genres and styles using appropriate musical terminology.

Year 6: Listen with appreciation and understanding to a wide range of live and recorded music from different traditions and from great composers and musicians.

Mastery: Listen to music in greater depth, analysing the way that musical techniques affect the way in which the music connects to the emotions of the listener and to improve own performance.

IMPACT

What knowledge will the children have embedded?

Children will be able to describe how a piece of music makes them feel. Children will have the knowledge to listen and evaluate a range of live and recorded music from different traditions, genres and styles. Some children will also be able to listen to music in greater depth and analyse the way that the music techniques affect the way in which the music connects to the listener and to improve their own performance.

What retention may be demonstrated?

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

EYFS: What does the music make you want to do sleep or dance? Does the music make you feel sad or happy?

KS1: Can you tell me if the music is in any order? What is the pattern of the melody’s pitch?

KS2: What part of the world might this piece of music be from? What is the character of this piece of music and how should it be performed?



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