

Music at Stubbin Wood

We use Charanga for our music curriculum which provides a progression framework from Nursery to Year 9 based on the national curriculum programmes of study (PoS) and Development Matters. We have made adaptations to meet the needs and interests of our learning community.

Our framework maps out each child's learning journey through a sequence of units that develop key concepts, skills, and core knowledge. These units are carefully ordered to build both substantive and declarative knowledge, and where possible, create meaningful links with other areas of learning.

Concepts/aspects we cover in Music:

- Composing
- Improvisation
- Instrumental notes
- Songs
- Understanding Music
- Music appreciation

Building musical understanding

The sequencing of units ensures that children have the substantive knowledge and vocabulary to fully access subsequent projects fully. Each unit's place in the year has also been carefully considered. Within all the music units, disciplinary knowledge is embedded within substantive content. Teaching is mainly through specific music focussed lessons however it is expected that teachers will plan opportunities for listening to and appreciating music in addition to music lessons. As an example, a piece of music may be played in a PSHRE lesson when children are learning about emotions. Similarly, instruments may be explored during science lessons when learning about sound travel.

The key concepts ('big ideas') covered within the music curriculum are:



Creativity



Significance



Investigation

These are then linked to smaller concepts/aspects of music:

- Beat
- Dynamics
- Metre
- Timbre
- Melody
- Pitch
- Pulse
- Texture
- Rhythm
- Structure (form)
- Tempo

Each smaller concept/aspect is then broken down further into the skill and core knowledge statements that form the subject progression framework

Stage not age

We have tailored the Charanga framework to the profile of our learners and whilst content is determined by subject leaders to enable our progression of knowledge and skills model, it is individual teacher's responsibility to determine the appropriate skill and knowledge statements for individual learners. We plan to learners' cognitive level of understanding rather than chronological age.