

BEING A MUSICIAN AT THE WEALD

A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future; □
Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school ‘*Respect, Responsibility, Love, Trust and Forgiveness*’, which promote respect for others, responsibility for ourselves and mutual trust. □ Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.



At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.

How is the curriculum taught at The Weald?

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of ‘key questions’ which build up children’s knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied. At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children’s development as lifelong learners and ensure individual talents are nurtured and celebrated.

How is the impact of our curriculum measured?

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children’s books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

Being A Musician at The Weald

Intent: Our Vision

At the Weald we wish for all children to engage in high quality regular music experiences enabling them to enjoy the creative experience, whilst developing their love and understanding of musical elements. Through the curriculum, all pupils will understand and explore how music is created, produced and communicated. Enquiry lessons with music as a focus aim to encourage the unique creativity that can be enhanced via music through collaboration in groups and on an individual level. Celebrating musical accomplishments through regular 'showcases' will give children the opportunity to play in front of an audience whilst promoting a love of music to the wider school community.

Implementation: How we plan and teach for being Musicians

Skill development planned for includes: performing, listening to and reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; active listening; performing and composing. These skills are planned within the two-year enquiry cycle. The implementation comes in the form of a classroom-based, participatory and inclusive approach to music learning. Throughout the planned sessions, whether it be through singing assemblies, enquiry lessons or through class discussions about the composer of the half term, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. The school's active relationship with Surrey Arts enables all children throughout the year, the opportunity to learn a musical instrument.

Impact: How we evaluate our learning in Music

The Music Champion is responsible for regular curriculum review through professional discussions with teachers and regular dialogue with children across the school. Pupil voice, staff surveys and monitoring will inform and shape future curriculum design. By revisiting and recalling previously learned knowledge, children will have the skills to access and engage fully with the curriculum planning.

An annual Summer Music Concert, with the wider school community invited, will give individuals a chance to showcase their musical development whilst raising the profile of music on a regular basis; this will serve to highlight the impact of music teaching on the lives of children whilst giving the opportunity to all children to be involved in musical appreciation and exposed to high quality music, which is at the core of the school's philosophy. Through interviews with children, we will be able to assess children's awareness of key composers throughout history and their levels of development from the experiences they have been part of.



2022-2024: The Weald C of E Primary School WHOLE SCHOOL ENQUIRY CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower KS2 (Year 3 & 4) 2022-2023	Where does the darkness come from?	How can we find out about people in the past?	What's underneath our feet?	What is the difference between surviving and being healthy?	How can you feel the force? How do plants die?	How do plants die? Why did people travel in the past?
Lower KS2 (Year 3 & 4) 2023-2024	What is the difference between noise and sound?	Why do we live here?	Where does our water come from? What should we flush down the loo?	What should we flush down the loo? What is creativity?	Why are more people becoming vegetarian? Who stood here before us?	Who stood here before us? How can we switch off?
Upper KS2 (Year 5 & 6) 2022-2023	How are lives saved?	Who were the greater engineers? The Victorians or the Ancient Britains?	Linnaeus and Darwin – how are they connected?	Where does our food really come from?	Who is trading with whom? Why are shadows important?	Why are shadows important? How big is your footprint?
Upper KS2 (Year 5 & 6) 2023-2024	What does the Earth look like from the solar system?	How can we show what we believe in?	Where is our twin?	What do forces actually do? How can Science help the homeless?	How do we all live together?	How are you helping to save the planet? What makes a good performance great?
Additional enrichment opportunities planned		Christmas Karaoke with Mrs Mee from SING! Club Year 6 Guitar	SING – O2 Young Voices Year 5 ukulele	Surrey Primary Music Festival open to all children perform at Dorking Halls Year 4 ukulele	Annual Summer Music Concert – open to all children with parents invited to watch Year 3 ukulele	Year 6 end of year play to include performance elements inc performing using musical instruments Year 3 ukulele

Weekly Celebration Assemblies – a child is invited to play a piece of music to perform to the school audience. Weekly Music Assembly – linked to music objectives of the National Curriculum Half termly focus on a musical era

Lead State of Being

Supporting State of Being

Coverage of the National Curriculum within the enquiry curriculum

Year 2 / 3 / 4

What's the difference between noise & sound?

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory What is creativity?

-improvise and compose music for a range of purposes using the inter-related dimensions of music

-listen with attention to detail and recall sounds with increasing aural memory Why did people

travel in the past?

-develop an understanding of the history of music

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the inter-related dimensions of music

-listen with attention to detail and recall sounds with increasing aural memory

-use and understand staff and other musical notations

-appreciate and understand a wide range of high-quality live and rec

Year 5 / 6

What makes a great performance?

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the inter-related dimensions of music

-listen with attention to detail and recall sounds with increasing aural memory

-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

-develop an understanding of the history of music How

big is your footprint?

-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

-improvise and compose music for a range of purposes using the inter-related dimensions of music

Enrichment

At The Weald, music is enriched in a variety of ways. Through close links with Surrey Arts, all children are able to learn an instrument during their time at The Weald. We seek opportunities to offer after school free of charge music clubs through Surrey Arts. We are currently running a rock band and a brass band club. A singing club is offered to all children throughout the school and this also comes free of charge. During each half term, the school celebrates a 'composer of the month' and over a 2-year period, composers have been selected in chronological order from the Baroque era to present day greats such as John Williams, making further links between music and the arts such as film. We aim to enrich children's experiences through at least one live music concert during the school year so that they have exposure to real life professional musicians and live performances.

Curriculum links

-develop an understanding of the history of music

-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

SING! Club



'Tune Up': clarinet lessons



NYJO workshops and performances:



Progression of skills

	Singing songs with control and using the voice expressively.	Listening, Memory and Movement.	Exploring sounds, melody and accompaniment	Control of instruments	Composition, reading and writing notation	Performance skills	Evaluating and appraising
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<p>Year 3 - 4</p>	<p>To begin to use voices and musical instruments with some accuracy, fluency, control and expression.</p> <p>Singing assembly French Christmas carol</p>	<p>To be able to listen with some attention to detail and recall some sounds.</p> <p>What's the difference between noise & sound? What is creativity?</p>	<p>To experiment with, create, select and combine sounds and talk about the properties of sound.</p> <p>What's the difference between noise & sound?</p>	<p>To begin to play tuned and untuned instruments musically.</p> <p>What's the difference between noise & sound? Music instrument lesson blocks</p>	<p>To understand improvisation and begin to compose music for a given purpose.</p> <p>What's the difference between noise & sound? What is creativity?</p>	<p>To begin to play and perform in solo and ensemble contexts.</p> <p>Why did people travel in the past?</p>	<p>To begin to show through discussion an appreciation & understanding of key composers throughout history.</p> <p>Why did people travel in the past?</p>
<p>Year 5 - 6</p>	<p>To be confident in using voices and musical instruments with greater levels of accuracy, fluency, control and expression.</p> <p>What makes a great performance? Singing assembly French Christmas carol</p>	<p>To be able to listen with attention to detail and recall sounds with increasing aural memory.</p> <p>What makes a great performance?</p>	<p>To experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>What makes a great performance?</p>	<p>To play tuned and untuned instruments</p> <p>What makes a great performance? musically. Music instrument lesson blocks</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To use and understand staff and other musical notations. How big is your footprint? Music instrument lesson blocks</p>	<p>To play and perform in solo with confidence to a larger audience. What makes a great performance? How big is your footprint? Music instrument lesson blocks</p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians throughout history.</p> <p>What makes a great performance?</p>

Musical instrument lessons (focus on musical notation)	Year 6 Autumn 2 – guitar lessons x 6 Year 5 Spring 1 – ukulele lessons x 6 Year 4 Spring 2 – ukulele lessons x 6 Year 3 Summer 1 – ukulele lessons x 6 Year 3 Summer 2 – ukulele lessons x 6
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National Curriculum

Purpose of study: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims: The national curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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.

Attainment targets: By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.⁷

End of Year 2: Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the interrelated dimensions of music.

Key stage 2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □
improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □
develop an understanding of the history of music.

Cover in assembly time

Singing in at least 1-2 assemblies per week

Through Surrey Arts, discrete but progressive musical instruments lesson including using and understanding

Explicit teaching necessary for these enquiries: What is creativity? Why did people travel in the past?

What's the difference between noise & sound?

What makes a great performance?

How big is your footprint? Plus potential others