

Music

Intent

We aim for all of our pupils to have the opportunity to express themselves creatively and develop an enjoyment and appreciation for the arts.

For pupils working in our 'Engage' and 'Semi formal' pathways, music is delivered using a cross curricular themed approach with learning built on listening and responding through daily sensory activities. Pupils will develop their communication and cognitive skills through simple rhymes, songs and music. The teaching of music is planned to the pupils' own individual needs, to extend and develop their confidence, love of music and self-expression. Pupils will also explore and have fun with singing, playing tuned and untuned instruments, creating their own music and listening to others.

For our more 'formal' learners, the music curriculum offers pupils the opportunity to explore pulse, rhythm, mood, structure, pitch and musical elements at a level that is suitable for their stage of learning. Pupils will develop their ability to improvise and make music by working in a group, taking turns, imitating sounds and contributing to performances. Pupils will also develop their understanding and appreciation of music by listening and responding to various styles of music.

Our college pupils also can take part in an accredited Performing Arts course. Pupils engage with a variety of activities within performing arts, from developing their appreciation of music to exploring dance and planning group projects. They also explore opportunities within performing arts and the application of the skills that they have learnt to their future.

We celebrate our engagement with the performing arts in regular showcases and performances throughout the school year. Pupils also have the opportunity to engage with music through workshops and visits from local organisations.

Please note our 'Nurture group' curriculum is tailored to the needs of the pupils whose main barrier to learning is their social, emotional and mental health needs. Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning. The team will plan by using objectives and opportunities from a pathway below which is relevant to the pupil, depending on age, needs and individual barriers to learning.

Semi-Formal – Expressive Arts (Music)

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Provide pupils with the opportunity to experience music and sound through sensory activities. • Introduce pupils to songs and singing. • Allow pupils to explore how they can create sound using their voices and bodies. • Allow pupils to move to music. • Give pupils opportunities to learn about the music from a range of cultural and religious celebrations, including Diwali and Christmas. • Allow pupils to move to and follow simple action rhymes / songs. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Provide pupils with the opportunity to experience music and sound through sensory activities. • Allow pupils to explore creating sound and patterns of sounds. • Encourage pupils to use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Allow pupils to explore tuned and untuned instruments. • Give pupils opportunities to learn about the music from a range of cultural and religious celebrations, including Diwali and Christmas. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Build on the skills and knowledge from the previous stages. • Allow pupils to explore creating sound and patterns of sounds. • Encourage pupils to use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Allow pupils to play tuned and untuned instruments musically. • Give pupils opportunities to learn about the music from a range of cultural and religious celebrations. • Allow pupils to experiment with, create, select and combine sounds to create patterns. 	<p>Whilst music is not taught on the college timetable, music skills will be embedded via cross-curricular links.</p> <p>Our college curriculum will enable:</p> <ul style="list-style-type: none"> • Students to develop their appreciation and enjoyment of music by engaging with music relating to feelings and mood. • Students to gain a greater understanding of sounds used in everyday life. • Students to explore how sounds and music are used to communicate. • Students to have the opportunity to perform in school productions.

	<ul style="list-style-type: none"> • Allow pupils to experiment with, create, select and combine sounds. • Allow pupils to move to a range of music, exploring pulse and rhythm. 	<ul style="list-style-type: none"> • Allow pupils to move to a range of music, exploring pulse and rhythm. 	
Learning Opportunities including Cultural Capital and SMSC (Spiritual, Moral, Social and Cultural):			
<ul style="list-style-type: none"> • Sensory stories involving sound and music • Singing and signing • School productions • SMSC themes – see calendar • Listening to music for enjoyment and emotional regulation • Collapsed curriculum days • Visits from outside organisations and specialist workshop facilitators 	<ul style="list-style-type: none"> • Sensory stories involving sound and music • SMSC themes – see calendar • Singing and signing • School productions • Listening to music for enjoyment and emotional regulation • Involvement in school productions where appropriate • Collapsed curriculum days • Visits from outside organisations and specialist workshop facilitators 	<ul style="list-style-type: none"> • Listening to music for enjoyment and emotional regulation • Annual Helmsley Arts Centre Production • Singing and signing • SMSC themes – see calendar • School productions • Collapsed curriculum days • Visitors and workshops in school • Visits to local productions 	<ul style="list-style-type: none"> • Collapsed curriculum days • Annual Helmsley Arts Centre Production • Singing and signing • School productions • SMSC themes – see calendar • Visitors and workshops in school • Visits to local productions
The Impact of the Music curriculum will be that students:			
<ul style="list-style-type: none"> • Experience music and sound through sensory exploration. 	<ul style="list-style-type: none"> • Experience music and sound through sensory exploration. 	<ul style="list-style-type: none"> • Play tuned and untuned instruments. • Recognise and respond to moods in music and 	<ul style="list-style-type: none"> • Enjoy and appreciate music for different purposes. • Gain confidence in performance and perform in

<ul style="list-style-type: none"> • Become familiar with some rhymes and songs. • Identify sounds/songs that they enjoy. • Respond to music and sound using sign and movement. 	<ul style="list-style-type: none"> • Join in with singing rhymes and songs. • Explore tuned and untuned instruments. • Create sounds and patterns. • Respond to music and sound. 	<p>recognise that music can support with wellbeing and emotional regulation.</p> <ul style="list-style-type: none"> • Respond to music and sound, identifying music they like and dislike. • Create sounds and patterns of sound. 	<p>school productions, where appropriate.</p> <ul style="list-style-type: none"> • Recognise and respond to moods in music and recognise that music can support with wellbeing and emotional regulation. • Respond to music, identifying and sharing music they like and dislike.
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Formal

Primary	KS3	KS4	College
<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Use the National Curriculum to form a basis for a well-rounded music education that is tailored to the needs of our learners. • Encourage pupils to develop their enjoyment of and appreciation for music. • Encourage pupils to explore the inter-related dimensions of music, including pulse, rhythm, mood, structure, pitch. • Allow pupils to experiment with, create, select and combine sounds to create patterns. • Allow pupils to explore tuned and untuned instruments. • Give pupils opportunities to learn about the music from 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Build on the skills and knowledge from the previous stage of learning. • Use the national curriculum to form a basis for a well-rounded music education that is tailored to the needs of our learners. • Encourage pupils to develop their appreciation for music • Develop their musical skills by learning to play tuned an untuned instruments. • Allow pupils to engage with the inter-related dimensions of music, including pulse, rhythm, mood, structure, pitch. • Encourage pupils to experiment with, create, select and combine sounds to create patterns. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Build on the skills and knowledge from the previous stages of learning. • Use the National Curriculum to form a basis for a well-rounded music education that is tailored to the needs of our learners. • Teach pupils about key dimensions of music, including pitch, pulse, rhythm, mood and structure. • Inspire a life-long love of music for our pupils and encourage them to develop their enjoyment of and appreciation for music. • Allow pupils to create, select and combine sounds to create patterns and short musical pieces. 	<p>Although music is not taught at college level, pupils at this stage can choose to take part in an accredited Performing Arts open award.</p> <p>The accredited performing arts curriculum will...</p> <ul style="list-style-type: none"> • Allow pupils to explore their interests across performing arts (including music and dance) at the next level. • Allow pupils to develop in both skills and knowledge. • Develop transferrable skills. • Allow pupils to express themselves creatively. • Give pupils the opportunity to explore creating their own music. • Compose their own soundscapes and pieces of music using online tools

<p>a range of cultural and religious celebrations.</p> <ul style="list-style-type: none"> • Allow pupils to express themselves creatively. 	<ul style="list-style-type: none"> • Give pupils opportunities to learn about the music from a range of cultural and religious celebrations. • Allow pupils to express themselves creatively. 	<ul style="list-style-type: none"> • Allow pupils to play tuned and untuned instruments with increasing accuracy and musicality. • Give pupils opportunities to learn about the music from a range of cultural and religious celebrations. • Allow pupils to express themselves through a variety of musical mediums including playing instruments and composition. • Explore the use of online tools and websites to create beats, rhythms and melodies. 	
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Learning Opportunities including Cultural Capital and SMSC

<ul style="list-style-type: none"> • Singing and signing • SMSC themes – see calendar • Involvement in school productions, where appropriate, including watching other pupils perform • Exploring songs they enjoy • Collapsed curriculum days 	<ul style="list-style-type: none"> • School productions and concerts • Workshops • Singing and signing • Involvement with school productions where appropriate • SMSC themes – see calendar • Listening to music for enjoyment and emotional regulation 	<ul style="list-style-type: none"> • School productions and concerts • Involvement with workshops provided by AMP and other organisations • Singing and signing • School productions • SMSC themes – see calendar • Listening to music for enjoyment and emotional regulation 	<ul style="list-style-type: none"> • Singing and signing • School productions • SMSC themes – see calendar • Listening to music for enjoyment and emotional regulation • Involvement in school productions, taking on a variety of roles including performing and backstage support
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<ul style="list-style-type: none"> • Visits from outside organisations and specialist workshop facilitators • Watching performances from visiting musicians 	<ul style="list-style-type: none"> • Involvement in school productions, where appropriate • Collapsed curriculum days • Visits from outside organisations and specialist workshop facilitators 	<ul style="list-style-type: none"> • Involvement in school productions, where appropriate • Collapsed curriculum days • Visits from outside organisations and specialist workshop facilitators • Annual Helmsley arts centre performance 	<ul style="list-style-type: none"> • Collapsed curriculum days • Visits from outside organisations and specialist workshop facilitators • Visits to local productions, including those provided by local secondary schools. • Annual Helmsley arts centre performance
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The Impact of the Music curriculum will be that students:

<ul style="list-style-type: none"> • Explore chanting and singing musical patterns. • Begin to play tuned and untuned instruments. • Identify pulse in music. • Create sounds and put them into patterns. • Respond to moods in music. • Identify high and low pitch. • Experiment with creating sounds. • Identify music that they enjoy. • Build confidence in experimenting with sounds. • Perform as part of a group. 	<ul style="list-style-type: none"> • Play musical patterns, keeping steady pulse. • Sing with increasing accuracy and expression. • Recognise and respond to moods in music and begin to express themselves musically. • Create sounds and use them to form repeating patterns. • Identify music that they enjoy and why. • Build confidence in experimenting with sounds. • Create group pieces and perform as part of a group. 	<ul style="list-style-type: none"> • Learn to play tuned and untuned instruments musically. • Recognise and respond to moods in music and recognise that music can support with wellbeing and emotional regulation. • Perform as part of a group or solo and perform in school productions. • Develop an understanding of the history of music. • Create music for different purposes using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Enjoy and appreciate music for different purposes. • Gain confidence in performance. • Perform in school productions. • Recognise and respond to moods in music and recognise that music can support with wellbeing and emotional regulation. • Use technology to compose own rhythms, melodies and sound scapes
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