

Nettleham Church of England (Voluntary Aided) Junior School

Curriculum

Our School Vision

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

Our Curriculum Vision

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



Rationale

Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

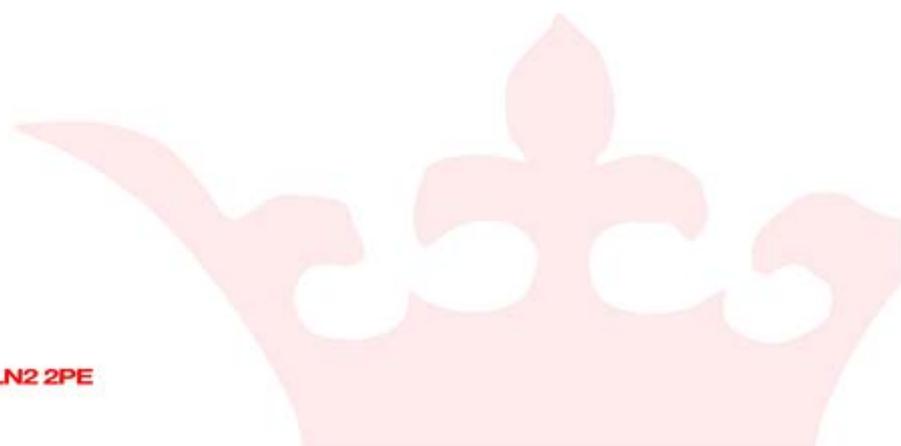
Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

Impact

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



Music	Lower key Stage Two		Upper Key Stage Two	
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.			
Thread	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.			
Concept	Year 3	Year 4	Year 5	Year 6
Vocal Progression (Performing)	<ul style="list-style-type: none"> • sing songs in a variety of styles with confidence • show increasing awareness of pitch and awareness of the shape of a melody • compose words and actions to go with songs • imitate increasingly longer sung phrases with accuracy • sing with an awareness of the phrases in a song • understand that posture, breathing and diction are important • chant or sing a round in two parts • sing songs with a recognised structure (verse and chorus/ call and response) • follow simple hand directions from a leader • perform with an awareness of others (Creativity) 	<ul style="list-style-type: none"> • sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody • copy short phrases and be able to sing up and down in step independently • identify whether a song has a verse/chorus or call and response structure • sing two/three part rounds with more confidence and increasing pitch accuracy • sing confidently as part of a small group or solo being aware of posture and good diction • follow a leader, stopping / starting, playing faster/ slower and louder / quieter • perform to an audience of adults, an assembly or other classes with increasing confidence (Happiness/Enjoyment) 	<ul style="list-style-type: none"> • sing songs in a wide variety of styles, showing accuracy and expression • sing as part of three-part round: sing a second part with increasing confidence • recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences • sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song) • perform a song showing an awareness of phrasing and the shape of the melody • sing independently with increasing confidence and accuracy 	<ul style="list-style-type: none"> • sing confidently in a wide variety of styles with expression • communicate the meaning/mood of a song • sing a simple second part of a two-part song: maintain own part in a round with confidence • perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion (Passion)
Composition Strand (Composing)	<ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using 	<ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato patterns and drones • A simple melody from 	<ul style="list-style-type: none"> • Compose music for a special occasion e.g. a march or fanfare (Happiness/Enjoyment) • Write lyrics to match a 	<ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words (Creativity) • Compose music that

	Year 3	Year 4	Year 5	Year 6
	<p>ostinato patterns</p> <ul style="list-style-type: none"> • Music that has a recognisable structure; beginning, middle and end or verse/chorus • Music that tells a story, paints a picture or creates a mood • Music that uses repetition / echo 	<p>a selected group of notes (i.e. a pentatonic scale)</p> <ul style="list-style-type: none"> • Music that has a recognisable structure • A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience 	<p>melody (Creativity)</p> <ul style="list-style-type: none"> • Compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinato, drones, combining musical phrases and effects • Compose a group/class arrangement of a song using voices and instruments (Community) - Refine and record compositions either graphically or using ICT • Use a range of symbols (conventional or graphic) to record compositions. 	<p>reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</p> <ul style="list-style-type: none"> • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment • Refine own compositions after discussion • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/iPads/tablet s/mp 3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions
Responding and reviewing (appraising)	<ul style="list-style-type: none"> • Internalise the pulse in music. • Know the difference between pulse and rhythm. • Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. • Use these words to identify where music works well/ needs improving. 	<ul style="list-style-type: none"> • Know how pulse stays the same but rhythm changes in a piece of music. • Listen to several layers of sound (texture) and talk about the effect on mood and feelings. • Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • Identify orchestral family timbres. • Identify cyclic patterns. 	<ul style="list-style-type: none"> • Know how pulse, rhythm and pitch fit together. • Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). • Use these words to identify strengths and weaknesses in own and others' music. 	<ul style="list-style-type: none"> • Know how the other dimensions of music are sprinkled through songs and pieces of music. • Use musical vocabulary confidently to describe music. • Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. • Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. (Diversity) • Refine and improve own/ others' work.
Listening and applying knowledge and understanding	<ul style="list-style-type: none"> • Use musical dimensions together to compose music. (Creativity) • Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). 	<ul style="list-style-type: none"> • Combine sounds expressively (all dimensions). (Creativity) • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know that sense 	<ul style="list-style-type: none"> • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). (Creativity) • Read/ work out the musical stave (notes as 	<ul style="list-style-type: none"> • Use increased aural memory to recall sounds accurately. • Use knowledge of musical dimensions to know how to best combine them. • Know and use standard musical notation to

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • Play with a sound-then symbol approach. • Use silence for effect and know symbol for a rest (duration). • Describe different purposes of music in history/ other cultures. • Use written symbols both standard and invented to represent sounds • Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece • Recognise changes in the music using word like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow) 	<p>of occasion affects performance.</p> <ul style="list-style-type: none"> • Describe different purposes of music in history/ other cultures. • Follow a basic melody line, using standard notation • Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary • Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory. 	<p>Year 4).</p> <ul style="list-style-type: none"> • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. <i>(Passion)</i> • Describe different purposes of music in history/ other cultures. <i>(Diversity)</i> • Perform from simple notation on tuned/untuned instruments • Use musical vocabulary to explain some of the reasons why a piece of music might have been composed • Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects 	<p>perform and record own music (adding dotted quavers).</p> <ul style="list-style-type: none"> • Use different venues and occasions to vary performances. • (Combining all musical dimensions). • Describe different purposes of music in history/ other cultures. <i>(Diversity)</i> • Understand/use staff and use unconventional notation when composing • Describe how music can be used to create expressive effects and convey emotion • Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music

