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| **How are our curriculum drivers embedded in all subjects?**Subject: Music |
| Reading  | Vocabulary  | Community  | Aspiration  | Inclusion  |
| * Pupils learn to read and interpret basic music notation. For example, Year 4 pupils read notation for the glockenspiel.
 | * Children can listen, understand and respond to instruction, for example during the weekly Charanga music lesson.
 | * Children enjoy singing and performing together, for example during assemblies and in weekly class music lessons.
 | * Children evaluate their own performance with peers, and make improvements in weekly music lessons.
 | * Children respect everyone’s contributions, for example when they listen to peers in weekly music lessons.
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| * Children read lyrics of songs, for example during festivals, in assemblies and during weekly music lessons.
 | * Pupils learn technical vocabulary by following the Charanga scheme, for example, the words r*hythm, tempo* and *pulse.*
 | * Children enjoy singing and performing to an audience, for example during class and choir performances, poetry recitals and music showcases. .
 | * Pupils access and listen to quality songs and music through the Charanga music scheme.
 | * All vulnerable pupils can take part in singing and music lessons.
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| * Pupils read and express the rhythm, pulse and beat of song, poetry and music. Traditional tales are set to music.
 | * Pupils vocalise their reflections and evaluation of their own performances.
 | * Pupils follow rules in performing and timing to create a cohesive end product in the choir, glockenspiel and guitar lessons.
 | * Practising singing and music performance encourages problem solving and resilience.
 | * Vulnerable pupils access weekly guitar lessons.
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| * Pupils are able to express the feelings, emotion and mood of a song or piece of music, during reflections in weekly music lessons.
 | * Expressive language is used to describe the feelings and emotions evoked from a song or piece of music.
 | * Children benefit from being part of a group in the choir and orchestras to achieve a quality end product which they are proud of.
 | * Children aspire to work toward a performance.
 | * All Year 3 and 4 children access the music service for percussion lessons.
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| * Children can retell narratives and describe characters through their own composition of song and music.
 | * Language is developed by examining the precise word choices in the lyrics of songs sung by the choir and during poetry recitals.
 | * Family, friends and community can watch a performance during Christmas and end of year celebrations.
 | * Wider performances, for example to school and community, increase aspiration.
 | * External music provision may lead to wider opportunities for all pupils.
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