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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. | |
| * 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. | |
| * 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. | |
| * 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. | |
| * 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. | |