



Curriculum Intent

At Wooden Hill Primary School, we intend to provide an enjoyable, inspiring experience that motivates children to gain a secure understanding of music and to develop creatively. Our curriculum aims to achieve the National Curriculum requirements for music by providing a broad and balanced syllabus that will ensure progressive development of knowledge, experience and skills. We offer a variety of opportunities for children to expand their knowledge of music, gain confidence and to express themselves freely through various elements of music (singing, instruments, solo and teamed). Our curriculum allows children to explore what music is through singing, performing, listening, composing and evaluating across a range of different styles, traditions and music genres. All children are encouraged and given the opportunity to play musical instruments during taught classroom sessions and through individual lessons with peripatetic staff. We intend to provide musical opportunities such as Singing Club, school plays and participation in larger events such as Young Voices and Berkshire Maestros' Junior Music Festival.

This will give children opportunities to develop, expand upon and perform their newly-learned skill and talent to other children, teachers and parents through various events. Through these experiences and learning these skills, children are able to develop a passion for music and a sense of achievement. Music at Wooden Hill is varied and intends to provide children with lifelong skills and experiences, in which they can transfer and apply not only in cross-curriculum subjects but outside of school. We are committed to providing all children with these high-quality learning experiences to expand and attain their progression in music. Music at Wooden Hill allows all children to become confident, independent, passionate learners within school and the future.

Curriculum Implementation

Our Music curriculum is delivered through the Kapow Scheme of Work and ensures all children sing, listen, play, perform and evaluate. These skills are developed, built upon and embedded throughout their time here. All teachers are provided with a guideline of knowledge, skills and understanding to provide progression from the Early Years all the way through to Upper Key Stage Two. The curriculum is reviewed continuously by class teachers and creativity leaders and is adapted appropriately. We are passionate about encouraging and promoting music through an enjoyable, inspiring and cross-curricular approach that enables teachers to provide children the opportunity to use their music skills in topics throughout each term. Teachers ensure and maintain high standards and expectations across the school. Collaborative planning of music allows teachers to confidently and collectively deliver high expectations and standards of children within music.

At Wooden Hill we provide the following:

- Thoroughly planned experiences to provide and encourage the transference of skills and knowledge to build upon previous learning
- Planned and well-resourced lessons to engage, inspire and challenge all children
- Opportunities for children to build upon skills and to perform these to various audiences.

- Visits and workshops from experts to enhance children's experiences and to develop and build upon knowledge and understanding.

Curriculum Impact

Our music curriculum is high quality, thoroughly planned and delivered to establish progression. We review the impact and progression of our curriculum through the following methods:

- A celebration of achievements through assemblies, performances, plays
- A reflection on standards achieved against the planned outcomes
- Reviewing curriculum coverage and adjusting accordingly
- Pupil discussions and evaluations about their progression and learning
- Evidence of work through photos, videos, performances.

The subject leader, the creativity team leaders and senior management team are responsible for monitoring and evaluating the curriculum progress. This is completed through work scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.