Music Curriculum Statement

Music at Great Arley School

Music affords a kind of pleasure which human beings cannot do without.

Music knows no barriers and can reach the mind and body of every child.

Music is a powerful and unique form of communication that can transform the way pupils feel, think and act.

Music is the universal language of mankind.

🎵 Our Curriculum Intent

- Music is a universal language that embodies one of the highest forms of creativity. At Great Arley we aim to deliver a high-quality music education which engages and inspires students to develop a love of music and their talents as musicians, so increasing their self-confidence, creativity and sense of achievement.

- Every student's ability to respond to music is universal, but the way we react is unique to our personality and circumstances. By making music together, we aim to create a platform for connection and self-expression. The positive impact of music on physical, social, mental and emotional wellbeing can be transformative.

  We aim to:

- Give all students experience of a wide range of musical activities, developing creative, expressive skills and aesthetic awareness, to grow musically at their own level and pace and to foster a response to musical activity

- Expand the knowledge of our own musical heritage and those of other cultures experiencing music across a range of historical periods, including the great composers

- Give students a means of both verbal and non-verbal expressiveness by which to explore feelings and emotions, enhancing and developing communication skills through musical activity

- Provide each child with the opportunity to learn a musical instrument and to experience a wide range of experimenting with sound and making music

- Develop students' skills in listening, motor skills, language and numeric development

- Create sensory experiences for students which promote emotional well being

- Foster a lifelong enjoyment of music.

- We aim to use the power of music to make connections and give students the opportunity to express themselves and engage with others. Music breaks down barriers and has the power to connect us, even when words fail.

Curriculum Overview

Our Musical pathway begins in the Early Years Foundation Stage, (EYFS), delivered through the Equals Semi-Formal, Informal and Pre-Formal Curriculum, "My Music," by class teachers. Music is taught as a separate subject and woven into the fabric of the entire curriculum, enabling learning through music to be as meaningful as possible for all students. Throughout the EYFS stage and in Years 1 and 2, students learn and engage with music through exploring, collaborating, creating, performing and listening.

In Key Stage 3, the Lancashire Music Hub Scheme forms the basis of the music curriculum, including the Charanga Music School, which is delivered during class music lessons by Mrs. Easton, school's music specialist, within a fully resourced performing arts studio. The delivery of the curriculum ensures that students:

- 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, to learn to play musical instruments, and use music technology
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- We aim to foster an enjoyment and appreciation of music and encourage self- expression and to develop

  an awareness of the music of ours and other cultures including an awareness of a variety of musical styles

In Key Stage 4, Lancashire Music Service, in partnership with school's music specialist, lead sessions and provide equipment for students to set up their own rock bands in school. All work undertaken is based on five core principles:

- Students learn music that they choose, like and identify with
- Students learn by listening to and copying recordings
- Students learn alongside friends
- Students learn in personal, often haphazard ways
- There is an integration of listening, performing, improvising and composing

Students are given the opportunity to perform during class lessons, assemblies, and many events during the school year, both locally and nationally.

Students choose from a range of instruments including the guitar, bass guitar, ukulele, drum kit and hand sonic drums, voice and keyboard.

🎵 Skills and Knowledge Students Develop

Students develop a wide range of skills and gain knowledge which supports their musical growth and broader educational development.

🎵 Skills Developed

- **Singing and vocal expression**
  - Use voices expressively and creatively.
  - Sing in solo and ensemble contexts with increasing accuracy and control.
- **Instrumental performance**
  - Play tuned and untuned instruments musically.
  - Perform with fluency, control, and expression.
- **Listening and appraising**
  - Listen with attention to detail and recall sounds with increasing aural memory.
  - Review and evaluate music across genres and traditions.
- **Improvisation and composition**
  - Improvise and compose music for a range of purposes.

    - Organise and manipulate musical ideas within structures.
- **Use of musical notation**
    - Understand and use graphic and standard musical notations.
- **Collaboration and ensemble work**
    - Perform and create music with others, developing teamwork and communication.
- **Critical engagement**
    - Develop the ability to listen with discrimination and respond thoughtfully.

🎵 Knowledge Gained

- **Musical elements and dimensions**
    - Pitch, duration, dynamics, tempo, timbre, texture, structure.
- **Music creation and communication**
    - How music is created, produced, and communicated.
- **Genres and traditions**
    - Exposure to music from different historical periods, styles, and cultures.
- **Great composers and musicians**
    - Appreciation of significant figures in music history.
- **Music history**
    - Understanding the development of music over time.

- **Technology in music**
    - Appropriate use of technology in creating and performing music

As a result of our music curriculum

- All Year 11 students achieve accreditation through recognized awards such as the Trinity Arts Award (Bronze Level 1), AQA Unit Awards, and the ASDAN Personal Development Programme and Life Skills Challenges, reflecting their musical progress and skill development.
- Our curriculum planning follows the Equals Semi-Formal, Informal and Pre-Formal Curriculum, “My Music” and LMS Charanga Music School Scheme, ensuring comprehensive coverage of the National Curriculum with clear, progressive skills development.
- Particular attention is given to sensory-friendly and small-hand instruments in EYFS and Primary, enhancing accessibility and skills acquisition.
- Students in Key Stage 3 and 4 use Charanga YUMU, an online learning platform which supports independent music practice and development beyond the classroom.
- Instrumental tuition is available for guitar, keyboard, drums and ukulele, where students have the opportunity to take their ABRSM graded exams.
- Our Performing Arts Studio provides an inspiring environment that supports practical music-making and ongoing plans include expanding music technology use, particularly Logic Pro.

Careers and Cross-Curricular Connections

- Careers education is embedded through initiatives such as Creative Careers Week, employer engagements, visits from professional musicians and partnerships with local colleges, providing student insight into music industry pathways.

- Curriculum input is also enhanced by contributions from professional musicians and the Lancashire Music Service. Students also learn about career opportunities in the music business and explore career pathways here.
- Year 11 students complete a Music Technology Course at Blackpool and The Fylde University Centre, gaining hands-on experience composing film scores and recording their original band material.
- The Lancashire Rocks project encourages Key Stage 4 students to form bands and perform at local events and major venues such as the Blackpool Opera House and Ribby Hall, developing teamwork, confidence, and performance skills.
- The school choir's participation in the Young Voices concert at Manchester's Co-Op Live Arena offers students a high-profile platform to experience large-scale musical collaboration.
- Cross-curricular links enrich learning by connecting music with language arts, technology, drama, and cultural studies, helping students to apply their musical skills in broader contexts and develop transferable skills.

At Great Arley, we are proud to provide a vibrant, inclusive music curriculum that not only develops skills but also enriches lives, enabling every student to find their unique musical voice.