



Intent

At Sir John Sherbrooke Junior School the History Curriculum is designed to facilitate children knowing more and remembering more within a framework that encourages challenge, opportunity, ambition and participation.

It will **PROVIDE** children with a clear pedagogical structure which allows them to acquire new learning. This is informed by national frameworks and expectations which are adapted to meet the specific needs of our community. It is a curriculum that ensures that learning is accessible and provides a community of opportunity and ambition for all.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

The curriculum **ENRICHES** learning experiences through a comprehensive residential and extra-curricular program that supports learning within the classroom; these opportunities are extended from Year 3 through to Year 6. Opportunities for children to excel are embedded into the culture of the school where children have opportunities to lead and shape school life through our Pupil Parliament and Take Care Leaders.

The intent of our MUSIC education at SJS is to ensure our children gain an understanding and enjoyment of music through an active involvement in performing, listening, composing. In doing so, we will help children to develop their skills, be those vocal, instrumental, or technological, to progress to the next level of musical excellence. We will help children to develop an awareness of musical traditions, including the works of the great composers and modern musicians. Pupils will understand and explore how music is created, produced and communicated, exploring the inter-related dimensions of: pitch, duration, tempo, timbre, texture, structure and appropriate musical notations.

Profound Personal Development will be the heart of all teaching and learning where children are taught to Take Care of themselves, each other, their work and the world around them. Our Take Care Values are central to our conversations with all stakeholders, and this allows children, staff, parents and governors to work together to ensure that our Take Care ethos helps us live out the things we have learned in our everyday lives.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**

Implementation

Music is taught in half termly blocks, three times per year for one hour a week. Each unit comprises of the strands of musical learning which correspond with the national curriculum for music:

1. Listening and appraising
2. Musical activities: (a) warm-up games, (b) optional flexible games, (c) singing, (d) playing instruments, (e) improvisation, (f) composition
3. Performing

Units of learning:

Year 3/4 cycle A	Let your spirit Fly	Three Little Birds	Bringing us Together
Year 3/4 cycle B	Mamma Mia	Stop	Blackbird
Year 5	Livin on a Prayer	Make You Feel My Love	The Fresh Prince of Bel-Air
Year 6	Happy Pharrell Williams Current Pop/neo-soul Film scores	You've Got a Friend Carole King 1960s/1970s American pop/rock singer songwriter	Music and Me Mix of inspirational women (gender equality initiative Both Sides Now.)

Year 3/4 work on a two-year cycle, due to mixed classes, covering their year group expectations within the units covered. The units of work throughout the scheme enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

At SJS, the children build on prior KS1 learning as the teaching and learning is not linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts ensuring we recap and move on from the KS1 musical education.

As with all of our lessons, every child is planned for and lessons are differentiated appropriately including lessons for children with SEND who will be access the same content where possible through differentiated activities and resources if needed.

Musical community at SJS

Peripatetic music lessons are offered to all and Pupil Premium funding can be used for this. Pupils who access these lessons perform to the school community with the local secondary school band.

Weekly Young Voices after school club is offered throughout the Autumn term and children perform at the national event each January. The school choir perform at the Christmas lights switch on and sing carols to the public at Victoria shopping centre.

There are whole school singing assemblies, and all children are involved in numerous musical performances throughout the school year: Y3/4 Christmas show, Y5/6 Carol service and a whole school west end musical in summer.

Year 3 children have a term of harp lessons and children can practice the harp, piano or other instrument of their choice during break times.

Impact

At Sir John Sherbrooke Junior School we want our music curriculum to impact the way our children appreciate the World around them and all it has to offer. Our hope is that their enthusiasm and engagement in music is something they will continue to find importance in as they leave us for secondary school and beyond.

Teachers assess children's development in music by making on-going observations, questioning and discussion during lessons. We plan to introduce the use of Seesaw to evidence their practical work. Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's progression in their knowledge and skills. They are then used to inform planning and support future learning to close and gaps as they revisit skills and knowledge via the spiral curriculum. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.

Knowledge organisers and end of unit star quizzes are being developed and starting to be used within music, to allow for deeper assessment and knowledge retention.