

Rural Church Schools Academy Trust

A RCSAT Musician

Warmingham CE Primary





RCSAT Curriculum Overview 2021
LET YOUR LIGHT SHINE
Matthew 5:16



Article 29: Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the ‘informal’ programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values.

Our Vision – ‘**Let your Light shine**’ *Matthew v5:16*

Our Mission – ‘**A Caring Christian Family Where We Grow Together**’

Our Core Values – WE aim to create an enjoyable, inclusive, safe, and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

We aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

We aim to encourage caring, sensitive, and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings.*

We aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge.*

We aim to develop a positive relationship between home, school and our wider community - *as a family – as brothers and sisters.*

The RCSAT curriculum is designed to:

Embody - the Christian values we live by

Enable – all children to flourish in mind, body and spirit

Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’

Reading	<ul style="list-style-type: none"> Loving God, loving and accepting ourselves and loving and responding well to others A joy of learning A peaceful classroom environment Kindness and generosity towards others Gentle interactions Patience and understanding Excellent behaviour and positive attitudes 	PSHE and Pastoral	Religious Education
Writing	<p>The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self control Galatians 5: 22-23</p> <p>GROWING THE FRUIT OF THE SPIRIT</p>	<p>Love the Lord God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself. Matthew 22: 36-40</p> <ul style="list-style-type: none"> Positive relationships High levels of praise Love and care for others Learning from mistakes Fostering a growth mindset & perseverance Equal opportunity for all pupils Nurturing positive self-esteem 	Art
Spelling & Grammar			Art
Speaking	<p>Being an inclusive school that celebrates diversity and ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.</p>	Design & Technology	
Maths		Computing & E-safety	
Science		Music	
History		Physical Education	
Geography		Modern Foreign Languages	
Christian Distinctiveness		Early Years Curriculum	

Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.

As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our Key Drivers:

- Inspirational and connected curriculum which instils a love of learning
- Curiosity and appreciation of God's world through our Christian Values
- A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)
- Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey. Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

Implementation:

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum.

Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations.

Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge.

Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from a key question linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

Our curriculum is predominantly organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. There is always an overarching text which connects the curriculum across the school. Beneath which sit key texts in each year group. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events.

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

We also feel that the following are necessary to support the implementation of our connected curriculum:

Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning. Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a 'Science' based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

- Our children will have the capacity to control and express their emotions and handle interpersonal relationships whilst keeping themselves safe.
- Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.
- Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.
- Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplified by the way the school sets about its task. Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus*' which is central to the school's vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

Why is Music Important?

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

RCSAT's Vision for Music - On completion of the Music curriculum our pupils will have:

- Explored and created new ideas in music and performed with confidence.
- Played a musical instrument and sang with control and expression.
- Good awareness and appreciation of different musical styles and genres.
- Listened thoughtfully and used musical vocabulary to articulate their responses to music.
- Developed an understanding of the elements of music.
- A knowledge of composers and musicians from different points in history.
- Accessed further music opportunities outside of the classroom.
- An enjoyment of music.

Music at Warmingham

The Music curriculum aims to develop pupils' ability to listen and appreciate a wide variety of music whilst encouraging active involvement in performing, recording and creating music individually and in groups. We believe that music plays an important role in the spiritual and emotional development of young minds. We have a specialist Music teacher who teaches our junior children to play instruments through Love Music Trust. The children perform in school and at St Leonard's Church several times during the year.

Love Music Trust also provide opportunities for private instrumental tuition within school hours.

We use music to enrich children's learning and provide individual and collective opportunities for participation in musical activities according to level of understanding and ability.

A Year 1 Musician at RCSAT

Exploring Sounds

- I can create different sounds with my voice.
- I can change the sounds my voice can make.
- I can use my body to make different sounds.
- I can identify a sequence of sounds (structure) in a piece of music.
- I can sing a song.

Beat

- I can create a steady beat using my voice and body parts.
- I can play and maintain a steady beat on an instrument.
- I can play a steady beat on a percussion instrument.
- I can count a steady beat in patterns of 2, 3 and 4 beats (metre).

Tempo

- I can identify changes in tempo.
- I can recognise and respond to changes in tempo in music.
- I can play at different speeds (tempi).
- I can control the speed (tempi).

Pitch

- I can make high and low vocal sounds.
- I can sing a song with contrasting high and low melodies.
- I can play high and low sounds on an instrument.
- I can identify changes in pitch and respond to them with movement.
- I can use graphic symbols to record changes in pitch.
- I can identify pitched and unpitched instruments.

Dynamics (Volume)

- I can control the dynamics of my voice, body percussion and instruments.

Rhythm

- I can identify a repeated rhythm.
- I can compose a rhythm.
- I can combine a repeated rhythm and steady beat.

Performing & Composing

- I can rehearse and perform music on my own and with others.
- I can combine my voice, movement, and instruments to perform a song or chant.
- I can use music to accompany a story.
- I can respond to music with dance.

A Year 2 Musician at RCSAT

Exploring Sounds

- I can create and respond to vocal and body percussion.
- I can use vocal sounds to express feelings.
- I can show how mood can be expressed vocally.
- I can listen and respond to contemporary orchestral music.

Beat

- I can keep a steady beat (tempi).
- I can mark within a 4-beat metre.
- I can perform a steady beat.
- I can listen to a steady beat and respond with movement.
- I can play different patterns of steady beat within four beats.

Tempo

- I can change the tempo.

Pitch

- I can use simple line graphics to note changes in pitch.
- I can read simple pitch notations.
- I can sing with expression whilst paying attention to the pitch.
- I can use a musical scale to play high and low notes in a simple composition.

Dynamics (Volume)

- I can change the dynamics for effect.

Rhythm

- I can perform simple rhythms with movement and instruments.

Performing & Composing

- I can perform a call and response song.
- I can combine sounds to create an effect.
- I can perform to an audience.
- I can accompany a song with vocal and instrumental astinti.
- I can compose music to illustrate a story.
- I can read a simple score.
- I can perform a melody.

A Year 3 Musician at RCSAT

Exploring Sounds

- I can explain how sounds are produced.
- I can classify instruments.

Beat

- I can identify a metre in a piece of music.
- I can identify and perform an ostinato.

Pitch

- I can use the pentatonic scale.
- I can demonstrate variations in pitch whilst composing and reading graphic notation.
- I can demonstrate variations in pitch in my notations.
- I can read simple pitch notations.

Rhythm

- I can use my voice to perform simple rhythms with a steady beat.
- I can combine rhythms in layers.
- I can combine two rhythmic patterns.
- I can recognise rhythm patterns in staff notation.

Timbre

- I can explore timbre whilst creating a piece of music.

Performing & Composing

- I can sing a two-part harmony, in a round or as part of a call and response song.
- I can sing with expression.
- I can organise my composition into sequences.
- I can represent sounds with symbols.
- I can create and perform from a symbol scale.
- I can read notations to play a melody.

A Year 4 Musician at RCSAT

Exploring Sounds

- I can classify instruments by the way sounds are produced.
- I can describe the structure of a piece of orchestral music.
- I can describe a piece of music using musical and non-musical terms.

Pitch

- I can use the pentatonic scale.
- I can identify the metre in a new song.

Rhythm

- I can use a layered structure in a rhythmic piece of music.
- I can copy rhythms.
- I can create a rhythmic ostinato.
- I can perform repeated rhythms.

Timbre

- I can explore how different timbres can be descriptive.
- I can explore how different timbres can change the feel of a piece of music.

Performing & Composing

- I can read and perform music notations.
- I can compose a piece of music with tuned and untuned percussion instruments.
- I can perform a piece of music as part of an ensemble.
- I can compose a rap.

A Year 3 International Speaker at RCSAT

Spoken Language

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.

Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.

A Year 5 and Year 6 Musician at RCSAT (Love Music Trust)

- I can play a tuned instrument.
- I can read the notes on a music score
- I can follow the beat, duration, dynamics and tempo on a music score.
- I can take my lead from a conductor.
- I can perform a piece of music on own, with an ensemble or as part of a larger orchestral.

