

Clockhouse Primary School

The Clockhouse Curriculum



Our Creative Arts Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, we firmly believe that the Creative Arts curriculum serves as a gateway for children to explore the rich tapestry of creativity that spans the globe. We are committed to helping our students understand that creativity knows no bounds—it emerges in diverse forms and perspectives, each deserving of appreciation and respect. Whether they are crafting their own compositions or critiquing the work of others, we encourage children to express their viewpoints with empathy and consideration for differing opinions. Our aim is to instil in them a profound appreciation for Creative Arts not only as a means of personal expression but also as a source of holistic well-being in today's fast-paced world. We are dedicated to nurturing and celebrating the unique talents and accomplishments of every child.

Recognising that many of our students may not have had the opportunity to explore a wide range of artistic media or experience the richness of Creative Arts from various cultures, we have designed an enriched curriculum. This curriculum ensures that students not only grasp the diversity of creative expressions but also contribute to it with their own unique perspectives and passions. Through engaging with different media, attending live performances, visiting galleries, and actively participating in music and composition, our pupils develop confidence in their creative abilities. They come to understand how creativity can serve as a powerful tool for promoting positive mental health and well-being amidst the challenges of modern life.

Our approach encourages active enjoyment and participation across all facets of the Creative Arts. We challenge our pupils to think creatively and apply foundational skills across the curriculum, fostering a deep integration of artistic expression with academic learning. Drawing on our ongoing experiences and feedback, we continuously refine our curriculum to ensure it remains innovative, bespoke, and relevant to the needs and interests of every child. This steadfast commitment ensures that our students not only appreciate the richness of Creative Arts but also thrive as confident, creative individuals capable of making meaningful contributions to the world around them.

What are we trying to achieve through the Clockhouse Music Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In Music, our aim is to not only educate our pupils about diverse musical styles and genres, but also to inspire them to explore, discuss, and showcase their understanding in innovative ways. Every lesson challenges students to demonstrate comprehension and creativity through performance, composition, collaborative projects with peers, and self-evaluation. We actively encourage our pupils to integrate key musical terminology into their learning, applying this vocabulary across different subjects and aspects of their daily lives to enhance their understanding and acquire transferable skills. Our goal is to create a supportive environment where pupils feel empowered to take creative risks, reflect on their artistic journey, and respond constructively to feedback from both teachers and peers. Through these efforts, we strive to foster a deep appreciation for music, nurture artistic growth, and develop well-rounded individuals who are confident in expressing themselves musically and beyond.
- **Global Citizenship**- In Music, our goal is for pupils to develop a keen awareness of and the ability to thoughtfully engage with the work of musicians and composers from diverse backgrounds, time periods, genders, genres, styles, ethnicities, and beliefs. We create a nurturing environment where pupils can explore complex global issues encountered through media, history, and personal experiences using music as a medium. Our aim is for students to investigate how global themes such as identity, shared humanity, diversity, conflict, and justice are portrayed in music. We encourage them to appreciate different perspectives, ideas, beliefs, and values, fostering opportunities to learn from various cultures through listening to and understanding how music can bridge cultural and global divides. This approach ensures that our pupils develop a broad awareness of the world, embrace their role as global citizens,

and cultivate respect for diversity while valuing the contributions of different cultures to the rich tapestry of music.

- ***Creativity*** – In Music, our aim is to enrich the educational experience of our pupils by providing opportunities, wherever possible and appropriate, to experience live music through visits to theatres and concerts. All pupils regularly participate in performances, both individually and in groups, enhancing their performance abilities and fostering confidence in sharing and expressing their individual creativity as musicians and composers. We provide a comprehensive music education that immerses pupils in high-quality learning experiences designed to engage, inspire, and challenge them. This approach equips students with the knowledge and skills necessary to experiment creatively with various elements of music and in their own performances, nurturing a deep appreciation for music and supporting their personal and artistic growth.
- ***Aspiration*** – In Music, we place great importance on nurturing our pupils' confidence as musicians and composers. Therefore, our aim is for all pupils to learn to play a musical instrument during their time at Clockhouse, starting from Lower Key Stage 2. Through this, they acquire an understanding of the fundamental principles of creating notes and learn to read basic music notation. This foundational knowledge enables them to apply their skills to other instruments and musical notation as they progress through different year groups. We aim to inspire children to think creatively and develop a procedural understanding of music by teaching them essential skills and techniques, and then providing opportunities to practice and compose their own performances. Our pupils are encouraged to critically evaluate their own work and that of their peers, fostering continuous improvement in their skills, understanding, and creativity. Ultimately, we strive for our pupils to leave Clockhouse with the knowledge, skills, and learning capabilities to confidently tackle musical challenges in the future, taking pride in their musical progression and accomplishments.
- ***Well-being*** – In Music, we view music as an essential tool for promoting wellness and positive mental health among our pupils as they navigate the challenges of the modern world. Our programme aims to provide pupils with a diverse range of musical experiences, enabling them to discover their strengths and areas for improvement. The intrinsic relationship between music and the learner offers a rich tapestry through which children can develop crucial skills such as achievement, self-confidence, social interaction, and self-reflection. By engaging with music in this way, we seek to cultivate passionate, imaginative, and curious individuals who perceive the world from a fresh perspective. Our curriculum encourages exploration and enjoyment of music across a wide spectrum of genres, composers, and musicians from diverse cultural backgrounds, both past and present.
- ***Cultural Capital*** – Our goal is to enrich the Cultural Capital of our students through Music, providing them with opportunities to engage with and comprehend the world and their connection to it. Embedded within our curriculum is an exploration of musicians and composers spanning diverse backgrounds, time periods, genders, genres, styles, ethnicities, and beliefs. This comprehensive approach equips our pupils with the knowledge to articulate their thoughts, emotions, and reactions to their surroundings through music. By delving into genres, styles, composers, and musicians within their historical and cultural contexts, we aim to cultivate a deep understanding among our pupils. We emphasize the importance of understanding the reasons behind musical developments alongside the technical aspects, fostering a genuine appreciation for the role of music in our global society.

How is the Clockhouse Music Curriculum delivered? (*Implementation*)

- The Music curriculum is mapped out by the Creative Arts leader to ensure it meets the requirements of the National Curriculum. The scheme from SingUp is used to ensure a broad balance of different musical opportunities.
- The Creative Arts leader produces overviews of each unit of work in every year group that explicitly details key skills, musicians, techniques and vocabulary that the pupils will be learning about in that unit.
- All teachers and year group leaders are responsible for the medium-term planning which is cross-referenced with assessment documents and the long-term planning to ensure a broad coverage. Weekly planning links to progression, age and phase.
- Lessons are clearly differentiated and adapted to meet the needs of all children and provide a challenge for all.
- Music is embedded across the curriculum. Planning is matched with long term plans and links with other subjects, including History, English, Drama and Art. Children are given the opportunity to recognise the

links between these subjects, in order for them to deepen their understanding. This will provide a wealth of learning opportunities and transferable skills.

- Wherever possible first-hand experiences and real performances are used to stimulate musical activities. Teaching is done in whole class groups followed by group and individual work. New techniques and skills are modelled and examples of work are shown to the children.
- The Creative Arts Leader ensures that the correct resources are available to enable a deepening of children's knowledge, understanding and skills.
- The music curriculum ensures students sing, listen, play, compose, perform and evaluate. This is embedded in the classroom activities as well as various concerts and performances and the joining of one of our many musical ensembles that are available to our pupils.
- The elements of music are taught in the classroom lessons so that our pupils are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.
- In LKS2 our pupils learn how to play an instrument during their time at Clockhouse. In doing so they understand the different principle of each method of creating notes, as well as how to read basic music notation.
- Pupils will also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.
- Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.
- Pupils will be taught about great musicians and composers in history with equal attention being paid to men as well as women musical artists. The work of famous local, national and international musicians is also explored to enhance the children's learning.
- Lessons typically involve a combination of the following; games, songs, challenges, listening to music and discussing music, playing a range of musical instruments, performing back, finding the pulse and composing music using notation sheets or technology. Open ended tasks are also used and can result in a variety of responses.
- Performance is at the heart of musical teaching and learning at Clockhouse and all pupils participate in a key stage performance. Pupils also take part in class assemblies and pupils from Nursery to Year 6 give concerts at various times of the year. Pupils who are confident are also encouraged to perform in solo performances. Parents are invited and welcomed to watch all of these performances whether at or outside of school.
- Music teaching provides our pupils with an understanding and appreciation for music, by studying a wide range of musical styles and genres from a range of musical periods. Each class also studies various composers over the course of the year to help broaden their appreciation and understanding of musical history.
- Pupils will be given access to hear and be taught by real musicians.
- Peripatetic teachers come into school and teach individual instruments to those children who wish to learn them.
- Our peripatetic music teaching is organised by the Havering Music Hub. Instruments in the past have included: guitar, piano, keyboard, drums, flute, ukulele and violin. Pupils that learn a musical instrument have the opportunity to sit examinations and perform during concerts and assemblies.
- Further musical learning comes from the iRock company who work with our children to create various 'Rock Bands'.
- All pupils will get the experience of performing to a wider audience.
- Pupils also have the opportunity to join the school choir 'Clockhouse Choir'. Pupils in the school choir meet after school and focus on team work, singing in unison, developing harmony, solo performances and having fun! The school choir also has the opportunity to perform for larger audiences and the public at Christmas, during Young Voices, at the Havering Summer Music Festival and at our local secondary school during their summer festival.
- An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.
- The BBC Ten Pieces work is also used when studying the Great Composers. This allows for progression of skills and adds breadth and variety to lessons.

- The children's learning is further enhanced with a whole school Creative Arts week where the children have the opportunity for collaborative working and exploring the different genres, styles and techniques of a range of musicians and composers.

What difference is the Clockhouse Music Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- Confidence in this subject will enable children to become competent and independent in key life skills, including logical thinking and evaluation.
- Pupils will have strong communication skills, and will listen respectfully and with tolerance to the views of others.
- Pupils will take pride in all that they do, always striving to do their best.
- Pupils will have the opportunity to foster their instrumental flare and use this as a form of expression.
- Pupils will participate in and gain confidence in accessing wider musical activities.
- Pupils will gain wider audience performance experience.
- Pupils will have a heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.
- Pupils are able to enjoy music in as many ways as they choose – either as listener, creator or performer.
- Pupils can dissect music and comprehend its parts.
- Pupils can sing and feel a pulse.
- Pupils will be able to explore and critique music, respectfully sharing their own thoughts and opinions whilst understanding that others critiques may differ from their own.
- Pupils will demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- Pupils will develop a sense of self-awareness and become confident in their own abilities.
- Pupils will develop an appreciation and enjoyment of music that enriches their learning experience.
- Pupils will be given a wide range of opportunities to express themselves creatively.
- Pupils will compose their own pieces of music and record their work using informal and formal graphic scores.
- Pupils will competently use agreed vocabulary correctly and without prompting when talking about music, musicians and their compositions.
- Pupils will confidently explain how their previous learning has supported the development of their current compositions.
- Pupils will develop an awareness of the emotional impact music has on themselves and on an audience.
- Pupils will recognise Music as both an outlet for creativity and a means of positive well-being and wellness, in our ever-changing world.