

MUSIC ON A PAGE



“The true purpose of Arts Education is not necessarily to create more professional actors and performers—it is to create more complete human beings who are critical thinkers, have curious minds and who will lead productive lives.” - Kelly Pollock

Intent - We aim to...

Deliver an engaging and exciting curriculum that helps develop a love of music and inspires children to want to compose, perform and listen.

Encourage children to be imaginative, expressive and innovative and to bring this into their music.

Give children the confidence to work collaboratively, develop listening skills and extend their language skills.

Allow children to understand and use the interrelated dimensions of music.

We hope that the children will be inspired to continue their musical development with other opportunities that are offered to them.

Create a culture where children love to listen to, play and perform music and they take pride in their work.

Implementation - How do we achieve this?

Charanga:

Music is taught weekly at our school and we follow a sequenced scheme called Charanga which falls in line with the National Curriculum. Music knowledge, skills and terminology are built on progressively throughout the key stages, with different genres of music and instruments as the starting point for this learning. The scheme places songs at the heart of each lesson, drawing out all of the elements of musical learning from interacting with those songs.

The interrelated dimensions of music:

Music is a subjective art form or cultural activity that combines interrelated elements such as pulse, rhythm, pitch and dynamics. The sounds created may be vocal, instrumental or mechanical and are often an expression of emotion. The children are progressively taught about the different interrelated dimensions of music, using this knowledge when listening and appraising music and when they compose.

Planning and KO Knowledge Organisers:

All teachers have access to the school's Knowledge Organiser for Music. This document outlines what knowledge, skills and vocabulary should be covered in each year group. Teachers are able to see what skills and knowledge have been taught previously and therefore ensure a clear progression. Teachers will use Charanga for further guidance in planning.

Performances:

Final outcomes include performances at the end of each unit as well as school productions. Every child has the opportunity to perform at least once a year. KS1 perform the nativity in the term leading up to Christmas. Years 3 and 4 perform a musical in the Easter term and Years 5/6 in the summer term.

Children will also be given the opportunity to perform in a soiree in the summer. At this, they can perform solo or as part of a group. Both the school choir and orchestra also perform at the soiree.

Implementation - continued...

Trips/extra curricular:

English touring opera

Young voices with KS2 choir

Live performances both online and in person, such as the London Sinfonietta.

Local visitors bringing in instruments and performing for and with the children.

Evidence of work and assessment:

Teachers will record video evidence and sound recordings of final pieces of work and performances which will be stored securely. Pupils are assessed against statements linked to the National Curriculum on TT at the end of each unit taught. Teachers conduct low stakes assessment opportunities to keep pupils' knowledge fresh. Learning from previous lessons is revisited and musical vocabulary is used throughout lessons and revisited weekly.

Peripatetic music teachers:

We are extremely fortunate to have a selection of peripatetic music teachers that leading lessons for wide range of instruments. For a fee, children can have 1:1 lessons with an instrument that they would like to learn. Gloucestershire music allow children to rent musical instruments so that expensive instruments do not need to be bought by parents/carers.

Year 3/4 learn a new instrument as a whole class with a professional musician each year, meaning that every child is exposed to a new instrument at least twice. In the past, they have had lessons in playing the drums, cornet, ukulele and violin.

Singing, Choirs and Orchestra:

We have singing assemblies weekly at our school where children learn new songs and sing as a collective. We have both a KS1 and a KS2 choir who perform at both school events and for the community at both Horsfall House and George Pearce House. Singing is encouraged in classrooms for both the enjoyment of singing different songs and to support in teaching other subjects (for example, learning times tables in maths).

The school orchestra for KS2 pupils meets once a week and are supported by two of our peripatetic music teachers, exposing the children to quality teaching from professional instrumentalists.

Impact - How do we know we've achieved our aims?

Pupils are engaged and thoughtful in lessons.

SEN pupils access the lessons and talk about music with passion. Music allows for development in counting and co-ordination.

Clear development of skills from Reception to Year 6 through Charanga scheme that revisits and builds upon prior learning.

Children see themselves as musicians and confidently talk about music that they enjoy listening to both inside and outside of school.

Music outcomes are of a high quality. Final outcomes and assessment of skills show this.

Pupils have strong skills which equip them to progress from their starting points.