

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Music Guidance



Our Whole School Curriculum Vision Intent Statement

At Eynesbury Church of England Primary School, our curriculum has been designed to ensure every child can 'live life in all its fullness' by offering stimulating and awe inspiring learning experiences with Christian values at its heart. We aim to deliver a curriculum that provides our children with rich knowledge and skills. It gives them the opportunities to develop into well-rounded individuals ready for each stage in their learning journey. Our pupils leave Eynesbury as respectful, good citizens with good memories, a thirst for learning and life and all it has to offer.

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Music:

At Eynesbury School we value music because it is a powerful and unique form of communication that can change the way pupils feel, think, and act. We encourage all pupils to actively participate in music - through performing, listening, appraising and composing. Music also increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

All children are offered a wide variety of musical experiences involving singing and percussion work. Emphasis is also placed on listening to a wide variety of music. The children are encouraged to learn to play an instrument. Instruction is currently given in guitar, flute and brass.

The governors have a charging and remissions policy for instrumental lessons, which are provided by private tuition.

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Intent:

At Eynesbury Church of England Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the pupils.

Music teaching should offer all children opportunities to:

- ♪ Develop understanding and enjoyment of music through experimentation with sound and musical composition.
- ♪ Control sound through singing and playing instruments.
- ♪ Rehearse and perform music with others.
- ♪ Appreciate a wide variety of music from different times and cultures, through listening, responding and appraising.
- ♪ Explore and express their ideas and feelings about music, using movement and expressive and musical language.

Implementation:

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments.

Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.

Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.

The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing 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.

The national curriculum for music aims to ensure that all pupils:

- 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, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content: Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to:

- sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse.

At Eynesbury Church of England Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Summative assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Further information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Final end of year assessments is an area for development for Years 1 - 6 however a comment is made by staff in end of year reports to parents. At the end of each unit, the key knowledge, skills and understanding will be assessed by the class teacher. Teachers will assess the children in terms of objectives met. A comment is made by staff in end of year reports to parents.

Assessment will be undertaken using the following methods:-

- observation of pupils
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- the evaluation of discussion

Music and Inclusion

At our school, we teach Music to all children, regardless of ability and individual need. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children. Through our Music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and if necessary, those learning English as an additional language, and we take all reasonable steps to achieve this.

Music curriculum planning

Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Knowledge organisers are used to support the learning and teaching in Music. We use the 'Charanga' Scheme to support our planning.

Roles and Responsibilities:

The subject is led by the Music Subject Leader who has time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Resources

The school has have a wide range of music resources and materials for children to complete areas of study in their year groups. People with an interest, or expertise, in a particular topic or area of music could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Monitoring

Monitoring by the Music Co-ordinator, the Headteacher and Senior Leadership Team takes place through triangulation of data, work scrutinies and lesson observations.

Review: as appropriate