

Music

Curriculum Statement

PURPOSE OF STUDY

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.

AIMS

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 un-tuned 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.

TEACHING & LEARNING

Within The Warriner Multi Academy Trust we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. Children are taught how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music. We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty
- Providing resources of different complexity depending on the ability of the child.

ADDITIONAL MUSIC TEACHING

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised individually by each school within the Trust. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to individuals and/or small groups of children who have chosen to learn one of a variety of instruments, such as the piano or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

CURRICULUM PLANNING

Our Music curriculum is ambitious for all children. It uses the National Curriculum in England 2014 Framework for History as the basis for its' planning and is appropriately sequenced to support the progression of knowledge and understanding within the subject.

Our curriculum is a framework for setting out the aims of our programme of education, including:

- The knowledge and understanding to be gained at each stage (intent)
- Translating that framework over time into a structure, narrative and with subject specific pedagogy (implementation)
- Evaluating what knowledge and understanding pupils have gained against expectations (impact)

Long-term planning clearly identifies the procedural and declarative knowledge to be taught and identifies how this builds on prior learning and where it will be further developed in the future. The planned progression built into the Music curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly units of work. Long-term plans identify individual Music units taught across the year group phases and follow a two-year cycle. Music is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

EARLY YEARS FOUNDATION STAGE

In Nursery and Reception classes Music is an integral part of the topic work covered during the year. Long-term planning indicates the appropriate descriptors from the Birth to 5 document that relate to the unit of work and area of learning and also identifies how this understanding will support learning as the child moves through EYFS and KS1. Expressive arts and design contributes to a child's personal and social development, and allows the child to express themselves in creative ways and develop their understanding further of other subjects.

SPECIAL EDUCATIONAL NEEDS

We have high expectations for all of our children and work to ensure that barriers are able to be overcome. To that end we expect our staff to plan and deliver lessons where pupils with SEND are able to access their learning in an appropriately supported manner.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Listening to, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children across The Warriner Multi Academy Trust have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

ASSESSMENT & RECORDING

Teachers assess children's work in Music by making informal judgements as they observe them during lessons and by providing verbal feedback throughout a unit of work. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Class teachers are responsible for the standard of children's work and for the quality of their teaching in Music lessons. Subject leaders work with their school teams to develop subject pedagogy across the school and to monitor the Music teaching and learning taking place through pupil interviews and learning walks. Where strengths and examples of good practice are noted, they are shared and where areas requiring additional support are highlighted, the necessary CPD is provided.