

## Subject Key Summary Points

Subject	Music
<p><b>Overall Curriculum</b></p>	<p><b>An Daras has used latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capable, mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</b></p> <p>Our Music curriculum covers the National Curriculum (2014) objectives. To achieve this, we use the Charanga scheme of learning – adapted specifically for our school context. Each year group is timetabled to complete 3 Charanga modules which ensure a spiral, repeated coverage of the main themes of the music curriculum - ensuring that learners revisit the interrelated dimensions of music: pulse, voice, pitch and rhythm-building upon previous learning and skills.</p> <p>As a creative subject, music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking and enjoyment. Children of all ages and abilities have potential in music, and music education celebrates individual differences among them. Here at Lew Trenchard, we believe that each child’s musical expression and responses to musical experience are legitimate, and his/her creations and innovations in musical compositions are celebrated and valued. Music education here in our school also recognises the joy of shared experiences which demand collaboration, focus and our key learning dispositions.</p> <p>The music curriculum comprises of both listening/responding to music, and also performing and composing music. Focused listening is emphasised; both for its sheer enjoyment potential and for its essential role in composing and performing. Pupils are encouraged to listen with attention to sounds in the environment and gradually to become aware of how sound is organised in music. Performance incorporates a balance of singing and instrumental playing of pupil’s own work and the work of others. Ways of using sound are explored in composing, both with the voice and with a widening range of musical instruments. Performance is balanced with opportunities to hear and to make a personal response to music of different styles, periods and cultures.</p> <p>The aims of the music curriculum are:</p> <ul style="list-style-type: none"> <li>• to enable the child to enjoy and understand music and to appreciate it critically</li> <li>• to develop the child’s openness to, awareness of and response to a wide range of musical genres</li> <li>• to develop the child’s capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others</li> <li>• to enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity</li> <li>• to nurture the child’s self-esteem and self-confidence through participation in musical performance</li> <li>• to foster higher-order thinking and lifelong learning through the acquisition of musical knowledge, skills, concepts and values.</li> </ul>

The Non-Statutory Model Music Curriculum also informs our planning in music teaching and assessment. The Model Music Curriculum sits at the heart of the Governments agenda for the development of musical education. Its key aims are that:

- Pupils should receive a minimum of one hour of music teaching a week (this may take the form of several short sessions and include singing and musical activities in assemblies and cross curricula experiences) and we aim to meet this wherever possible through class teaching, access to First Access music teachers and Arts Council projects but some schemes or plans may be slightly below this aim or be taught in blocks.
- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2

In the four areas of the model music curriculum, each strand develops the following principles:

Singing:

- Singing is a great strength of the primary sector and many schools and already support excellent practice. Through good vocal production, careful listening and well-developed sense of pitch, pupils should be able to sing in harmony and with musical delivery by the end of Year 6.
- Many aspects of good singing and good singing teaching are processes that will develop slowly over time. The following principles should be kept in mind as pupils develop their vocal potential through the Key Stages.
- Warm-ups will help pupils use their voices safely. There are many places to find good examples of vocal warm-ups, and they will typically include games to energise pupils.
- Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

Listening:

- Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener.
- Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing.
- Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world. An inclusive approach to this cultural capital is represented in this document to encourage pupils to be open minded in their listening as well as knowledgeable about the breadth of musical genres in the world today.
- Teachers are encouraged to use pieces from a wide range of cultures and traditions that truly reflect the community in which they are

	<p>teaching.</p> <p>Composing:</p> <ul style="list-style-type: none"> <li>• The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces.</li> <li>• Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. It is also worth planning the year so that music listened to and performed is linked and that both of these activities inform pupils' composition.</li> <li>• The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions.</li> </ul> <p>Performing:</p> <ul style="list-style-type: none"> <li>• Creating opportunities to celebrate, share and experience music of all kinds will consolidate the learning within the MMC</li> <li>• Develop stagecraft: Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause.</li> <li>• Encourage peer feedback. Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.</li> <li>• Seek out opportunities for collaboration. If more than one class or group is performing, is there an additional item they can present together?</li> </ul>
<p><b>Pedagogy</b></p>	<p><b>Our Music curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE and SKILLS. These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</b></p> <p><b>Wisdom</b></p> <p>Children's wisdom is developed in the following ways:</p> <ul style="list-style-type: none"> <li>◆ Taking part in listening and response activities which allow them to respond spiritually and emotionally to range of musical genres from a wide range of cultures and periods of time.</li> <li>◆ Using composition opportunities to explore their creative identity.</li> <li>◆ Through learning how to make positive contributions to group discussions and activities.</li> <li>◆ Making real and informed choices about their musical creations and preferences.</li> </ul> <p><b>Knowledge</b></p> <p>Children's knowledge is developed in the following ways:</p> <ul style="list-style-type: none"> <li>◆ Listening to and discussing/responding to a wide range of musical sources.</li> <li>◆ Using ICT to record and change music and compose and perform their own creations.</li> <li>◆ Digging deeper into the listening curriculum to develop a broad knowledge of genres.</li> <li>◆ With a mixture of individual, group, whole class and whole school recording and practical work.</li> <li>◆ Using a range of tuned and untuned instruments to express themselves and demonstrate their understanding of the key learning criteria for their year group/key stage.</li> </ul>

	<p><b>Capabilities</b></p> <p>Children’s capabilities are developed in the following ways:</p> <ul style="list-style-type: none"> <li>◆ Being given responsibilities for taking care of and organising how they use and share musical instruments and resources.</li> <li>◆ Meeting with and talking to other individuals about their musical preferences and opinions in response to musical sources.</li> <li>◆ Developing the skills and confidence to ask for help and advice when needed and to take steps to ‘unstick’ themselves wherever possible in their own learning.</li> <li>◆ Developing the skills to understand and be in control of their emotions and behaviour.</li> <li>◆ With a mixture of individual, group, whole class and whole school recording and practical work.</li> </ul> <p>We base our music teaching pedagogy on the premise that musical techniques and skills can be nurtured and developed in all pupils and that these skills can be expressed instrumentally, vocally or through music technology. We believe that excellent primary music lessons are MUSICAL. Children will listen to, perform and compose real music from a range of genres, cultures and styles. Lessons are differentiated, not just by general ability level but musically. Pupils will be encouraged to make connections between their curricular and extra-curricular musical lives. Pupils musical tastes are taken into consideration and valued, so that the music that they bring to the classroom is given equal importance to that provided by the teacher. Music is the dominant language of the lesson. Verbal instruction is concise, and pupils spend the majority of the session making music. Wherever possible, pupils demonstrate understanding through music-making rather than through verbal or written response. Music is taught for music’s sake. Music lessons may link to other areas of the curriculum, but their sole purpose is not to support other subjects. Music lessons are based around the national curriculum, and the progressive development of musical skills, knowledge and understanding. Pupils sing, move, play and create to internalise musical concepts, which are then made conscious by the teacher to ensure both practical and theoretical understanding. Theory and practice go hand in hand so that music is both felt and understood. Pupils are supported and challenged as listeners, composers and performers, and demonstrate high levels of enjoyment and engagement. The teacher also demonstrates a high level of enjoyment.</p>
<p><b>Assessment</b></p>	<p><b>Formative</b></p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils’ progress for final summative assessments.</p> <p><b>Summative</b></p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the criteria outlined in the Charanga units attached to each year group. At the beginning of each unit of work the teacher should ensure that a pre-unit recording of voice and instrumental progress is taken in order to compare with progress in the end of unit recording. Teachers must also use their class floor books to record other aspects of completed work such as: response to music, composition using written methods of recording musical intention (such as rhythm grids or other forms of more formal notation), pupil voice around their knowledge of genres and composers/song writers. This assessment may also be recorded and saved in a video format.</p>

<b>Culture</b>	<p>Music is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, knowledge and skills. Music is important because:</p> <ul style="list-style-type: none"> <li>◆ It develops children’s self-awareness of their own culture and their understanding of that of other people.</li> <li>◆ It encourages self-esteem and promotes well-being.</li> <li>◆ It allows children to explore spiritual, social and cultural issues within a safe environment.</li> <li>◆ It encourages listening, understanding, tolerance and respect of all individuals and the skills necessary to achieve positive, worthwhile relationships with others.</li> <li>◆ It encourages pupils to work well with each other, giving positive feedback to each other and sensitive critique.</li> <li>◆ Wider music projects give pupils the chance to work with other groups and schools and to understand their musical cultures and beliefs.</li> <li>◆ Pupils are able to grow their own advocacy in musical and lyrical composition and share this with others.</li> </ul>
<b>Systems</b>	<p>Music is a required subject in the National Curriculum. Music is taught both through discrete lessons and in cross-curricular subjects. Most elements of Music are taught through the Charanga scheme units which provide clear learning objectives for children in a carefully structured spiral curriculum. It allows for a cross-curricular approach through whole school themes, which results in shared language and progression that can be planned and assessed. Listening to music and singing in groups are both areas which are also focused upon in school assemblies and worship where ensemble singing is valued and modelled as an important part of our well-being and musical development. A wide range of genres of music are also shared in this space in line with the expectations of the national curriculum.</p>
<b>Policy</b>	<p><a href="https://www.lewtrenchard.devon.sch.uk/web/our_curriculum/438963">https://www.lewtrenchard.devon.sch.uk/web/our_curriculum/438963</a></p>
<b>Perceptions</b>	<p>The monitoring of the standards of children’s work and the quality of learning and teaching music is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of foundation subjects in the school. Monitoring shows the following of systems are strong. Pupil conferencing has shown that pupils are able to articulate their learning across Music and demonstrate a good understanding of the themes covered.</p>