

# Easingwold Primary School - Music Curriculum Statement

## 'Excellence for All'



### Our School Vision

#### Outcomes for Pupils:

*An unwavering ambition to ensure all children are equipped with the academic and social skills needed to be ready for the next stage in their education.*

*Fostering a thirst for the acquisition of knowledge and recognising that learning is a life-long skill.*

*Embracing a culture of self-awareness and respect to allow us to grow as citizens.*

#### Teaching and Learning:

*Empowered creative and inspirational staff who inspire children to achieve highly.*

*Enabling our children to widen their horizons and aspire to personal excellence through the development of a broad and exciting curriculum which places experiences as a high priority.*

*Permitting the taking of risks by means of exploring new and innovative approaches to teaching and learning.*

### Intent – What do we want to achieve?

In Reception we aim to develop children's creativity and imaginations through the arts. We aim for children to have opportunities to explore, play and experience a range of music, songs, poems, rhymes and instruments from a range of different cultures. We aim to develop their understanding, self-expression, vocabulary and ability to communicate through the arts. We aim to learn songs, rhymes, poems and move to music often and offer children many different experiences to help their progress in interpreting and appreciating what they hear, respond to and observe.

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.

At Easingwold Community Primary School, it is our intent that children will have access to a wide range of opportunities to listen, review, evaluate and perform music from a range of historical periods, genres, styles and traditions – including regular exposure to the works of great composers and musicians. This will be delivered in dedicated music lessons as well as forming part of curriculum topics and the promotion of musical opportunities within the school and in the wider community, to enrich the opportunities of all pupils.

We believe that singing and playing and listening to music transcends academic abilities and enhances all aspects of the curriculum, as well as playing a vital role in well-being and strong mental health.

In line with our Excellence for All philosophy,, all children will have equal access to a full music curriculum with any necessary adaptations being made. We provide pitched and unpitched instruments and learn to play and enjoy them within lessons and offer opportunities to learn different instruments and attend events (see implementation).

We teach the children to sing by exploring their voices and developing their skills. We intend for them to make vocal and instrumental improvisations and compositions, with regular opportunities to perform and evaluate their own work, the work of their peers and the work of musicians. All our pupils will have the opportunity to play to an audience, sometimes in class and sometimes to a wider audience such as the whole school, to parents or a

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performance in the community. This gives children the opportunity to showcase their talents as well as considering the needs of their audience to develop their understanding of others.

The interrelated dimensions of Music are central to all musical learning and teaching. We will ensure that all staff teaching music lessons – non specialists and specialists alike - are supported and guided to deliver a consistent and progressive curriculum.

### Implementation - How will we achieve this?

Reception children are taught songs, rhyme, chants and poems. A new song, rhyme, chant or poem is learnt weekly and practised daily. These have been carefully planned across the year to match the rest of the curriculum, taking into account different cultures and festivals. When learning new songs and rhymes, teaching is focused on following a melody and using a range of pitches. Children are encouraged to perform in groups or by themselves. Reception children learn a story and songs off by heart which they perform on the stage to an audience at Christmas time. Children have the opportunity to perform during child initiated learning time and music and percussion instruments are available to them.

In Year 1, Music is planned to mirror the Early Years experience, building their skills and knowledge to reflect the Key Stage 1 National Curriculum. Children learn to sing a variety of songs, rhymes and chants. Within the context of these songs, children are taught to play tuned and untuned instruments. These are also used in provision. Children learn about the interrelated dimensions of PULSE - the steady beat, RHYTHM - the pattern of the words/notes, PITCH - high and low sound/notes, DYNAMICS - loud/quiet, TEMPO - fast/slow, TIMBRE - the sound of voices and instruments. The Sing Up song bank is used extensively to provide quality examples of songs, rhymes and chants.

In Year 2 children are taught skills to build on the skills and knowledge from Year 1, through the Key Stage 1 National Curriculum. They follow the same teaching and learning structure as in Year 1, with a greater focus on playing tuned and untuned instruments, as well as improvising. Children learn about the interrelated dimensions of PULSE - the steady beat, RHYTHM - the pattern of the words/notes, PITCH - high and low sound/notes, DYNAMICS - loud/quiet, TEMPO - fast/slow, TIMBRE - the sound of voices and instruments, STRUCTURE - introduction (intro), verse, chorus, outro. Sing Up is still the main resource for songs, rhymes and chants. Additionally, three units from Charanga are used, once each second half term to support playing tuned percussion, performing with the song and improvising.

In Key Stage 2 it is taught in alternating weeks (alternating with French) to ensure a broad and balanced curriculum, delivered through three units per year. We use the Charanga music scheme which means that we are meeting the statutory national curriculum requirements for music. The rationale for this can be seen in the music policy.

We deliver a whole school curriculum which builds upon the dimensions, year-on-year to ensure the progressive development of skills, concepts and knowledge across the range of musical styles and genres.

Music lessons are delivered by HLTAs, guided and supported by the Music leader who has expertise in this subject.

The music subject leader has published a progression of Music vocabulary for KS1, LKS2 and UKS2 so that the correct vocabulary of the interrelated dimensions is taught, embedded and developed as the children move through the school, providing consistency, familiarity, mastery and continuous development of learning. These dimensions inform the development of the skills of listening and appraising Music, practising skills, improvising, composing and performing with voices and/or instruments.

Each Charanga unit is based around a different genre or style. There is a strong focus on chronology and the history of Music and we look at where each style/genre/song sits within a musical timeline, making connections to significant world events around the same time period.

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In each unit, there are weekly Listen and Appraise activities where the children are exposed to the language of the interrelated dimensions, where they can analyse the music using the correct – and age appropriate- vocabulary. They then apply these skills and knowledge in musical activities in a progression of games and activities. This leads to opportunities to sing, play instrAll children will have the opportunity to use technology within music lessons. In Year 5 and 6, we use online composing and performing software though Charanga and other carefully selected apps and software.

We record the children's initial and final performances within a unit so that they can watch themselves and appraise their own work to identify improvements and strengths. We place these recordings within a phase's Google Slide show, shared by all staff teaching music in the phase. This allows teachers (HLTAs) to see how other classes within the phase are progressing and shares good practice. We also record examples of Listen and Appraise work within this online evidence tool, as well as examples of improvisation and compositions. uments, read music, improvise and compose within each style or genre.

Within school, we have class sets of glockenspiels which are used in each Music topic to learn to play and read music, as well as using them to improvise and compose and perform. We also have class sets of recorders to allow children to develop skills playing a wind instrument. We have other pitched instruments to use as required such as whack-a-tubes, handbells and ukuleles. We develop use of body percussion as well as making use of our wide range of untuned percussion instruments. Children who take extra curricular music - within or outside of school – are encouraged to bring their own instruments into lessons and play them alongside our school provided instruments. Charanga provides sheet music for a wide range of different instruments.

Through the Wider Opportunities scheme, provided by North Yorkshire Music Hub, children in Year 5/6 will receive weekly tuition in brass instruments for one term. There will be opportunities for them to practise and perform in school time.

In assemblies, there is music and/or singing - at the start and ends - and often as part of the message of the assembly. A dedicated singing assembly is provided each week, for Key Stage 2, allowing all children to sing as part of a larger ensemble and gives them enjoyment of Music as a school community.

Music lessons are offered by North Yorkshire County Music Service. The Service offers a discount for families with more than one child having lessons and remission schemes for qualifying benefits. Any low income family can apply to the Beckwith Trust for support with music lessons and this is encouraged during our Pupil Premium parent meetings and regular reminders in newsletters.

We offer an extra-curricular choir as an enrichment activity which is well attended. This choir has additional opportunities to perform, for example in church services and community events.

Every other year, we take all of KS2 to perform in Young Voices. In our school, we pride ourselves on our pupil offer and this is an opportunity to take part in a very large scale event in a professional area and is something that will stay with our children for a lifetime. We are delighted to offer this opportunity free of charge due to the generous funding of this event by The Beckwith Trust. This allows all pupils to take part.

Whenever possible, musicians are invited into school to perform to the children.

### Impact – How do we know we have been successful?

Children in Reception meet the Early Learning Goal for Expressive Arts and Design. They can perform songs, poems and rhymes and they can sing well known nursery rhymes and songs taught to them. They can move to music. Progressing through Years 1-6, children can listen and appraise different styles, genres and periods of music, using

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and applying the vocabulary of the interrelated dimensions with developing confidence and showing progression as they move through the school. Children can recognise many instruments by appearance and timbre in KS1, identifying the instrument families by KS2. They can sing in groups of different sizes and perform with confidence. They can play pitched and unpitched instruments, reading music with simple symbols, progressing to reading sheet music, initially supported by written annotations of note names. They have the confidence to improvise and can play their own compositions. They can listen to/watch their own performances and spot strengths and suggest improvements.

Children have the opportunity to evaluate their own performance and the performances of others. They will know how well they perform in Music lessons through this feedback and in-the-moment feedback from their teachers. Time will be built in so that children can reflect on their performance, what went well and what they need to do next time. Retrieval practice will focus on musical vocabulary, the interrelated dimensions and from watching previous performances.

Pupils enjoy performing to an audience and think about how they can make the audience experience the best it can be. The children have an appreciation of music from a range of time periods, cultures and countries. They link this understanding to other topics and have an appreciation of different cultures. They understand that playing and singing can have a positive impact on their sense of belonging and community, as well as on their mental well-being. HLTAs observe pupil engagement and performance, reporting to teachers on effort and attainment in relation to the age related expectations. HLTAs discuss work across each class to ensure consistency of provision and expectations.

We will know our curriculum and progression is successful through our **formative assessment** which offers live, in the moment feedback and modelling to inform next steps.