



Manor Primary School Curriculum Statement

Subject: Music



Vision Statement for Music:

Vision statement for Music: We want children to develop a passion for music and performing, giving them opportunities to explore their musical talents within the classroom setting, performances within school and at venues within the local area. We want children to be exposed to a range of musical genres from throughout history to allow them to develop a love and enjoyment for a range of musical styles, some of which they wouldn't normally hear during their everyday lives. Pupils will be given opportunities to sing, play both tuned and untuned instruments and use these to help them create their own music. They will be taught music in a way that shows progression of skills, and follows on from previous learning allowing children to develop their long - term recall memory. Pupil's self-confidence and creativity will increase and they will develop a sense of achievement through composing and performing together as part of a group.

Intent:

At Manor Primary School, we:

- Follow the high level and progressive Charanga music scheme from FS2 – year 6 and where necessary adapt it to meet the needs of our pupils This allows us to follow the EYFS curriculum, National curriculum and New Model Music Curriculum recommended by the Government.
- Provide high quality resources (Charanga music scheme, tuned and untuned instruments)
- Provide high quality music training (through Charanga CPD, Berkshire Maestros music hub, Deep Dive Music training, staff and team meetings with Music subject leader)
- Ensure that everyone upholds the vision
- Ensure that adequate time is given to the teaching of music (singing assemblies, In2Music, Music taught within class each half term)
- Keep abreast of any national changes, research and initiatives (Model music Curriculum, OFSTED music report read and feedback to staff and governors)
- Know the end goal for each year group – Progression document from Charanga that has been adapted to fit the 2 year cycle, Progression of knowledge and skills document from Charanga that has been adapted to fit the 2 year cycle, Progression of musical elements years 1-6
- Ensure areas of the Music National curriculum, EYFS curriculum and Model Music curriculum are covered through Charanga to ensure pupils have the correct musical knowledge.
- Provide advice about good practise through team meetings and staff meetings
- Work with Berkshire Maestros Music Hub and contacts at Charanga Music (Training, advice, In2Music, Professional musicians from the hub)
- Have an awareness of the attainment and progress of the lowest 20% -Otrack data and discussions with teachers
- Allow children the opportunity to perform- KS2 children are given opportunities to perform at the 'Junior Music festival' in the Autumn term as well as given opportunities to perform within school.

Implementation:

In Foundation Stage:

In Foundation Stage the children will have the opportunity to:

- explore instruments, rhythms, sounds and songs.
- They will learn a variety of nursery rhymes and songs to perform to each other and with instruments.
- Children will be given the opportunity to explore basic musical instruments, learn about the sounds that they make and how those sounds can be changed.
- Children will be taught about rhythm using egg shakers and clapping.

In Reception:

- Follow charanga music scheme –
 - 1 – Listen to songs
 - 2 – Join in with Musical games, playing egg shakers or Glockenspiels
 - 3 – Learn to sing songs
 - 4 – Performing songs on instruments

Opportunities for CI learning in music are provided in the outside area and within the nursery classroom.

Years 1 -6 – Lessons are sequenced in a similar way to support recall and prevent knowledge overload. In each lesson pupils:

1. Warm up - General musicianship using interrelated dimensions of music
2. Listen to a piece of music allowing the application of musical vocabulary – (see planning to extend)
3. Sing and/or Play instruments using given notes to improvise or compose – this allows for differentiation according to the children's ability
4. Perform as a class or group - where appropriate

Assessment checkpoint at the end of each unit to assess long term recall

Timetabling

- Music is timetabled to happen in each year group every half term to ensure curriculum coverage.
- Weekly singing assemblies happen to give the children the opportunities to sing different songs and listen to different styles of music (these have been selected from the model music curriculum)

Resources –

- Children use the interactive music resource 'Charanga' to support their music lessons.
- Children have opportunities to play different untuned instruments and Glockenspiels in their music lessons and in KS2, they are developing their use of technology to support composition.
- In year 3, they have an opportunity to work with a teacher from Berkshire Maestros as part of In2music to learn a different tuned instrument.

Assessment –

- Children are continuously assessed through formative assessment.
- There is a baseline assessment at the beginning of each year to assess what the children know and have retained.
- Assessment checkpoint at the end of each unit is used to assess long term recall
- 3 times a year, teacher assessment is added onto the Otrack assessment system – children are identified and supported individually throughout lessons.
- In the planning, there are ways to extend musical vocabulary etc are highlighted in purple.
- There is differentiated activities when playing instruments, composing etc

The above assessment will be used to identify the bottom 20% in music. These children will be supported through:

- Differentiated tasks – a smaller number of notes to use when composing etc
- Adult support within lessons
- Scaffolded support

Retrieval and Practice:

- General musicianship – interrelated dimensions of music are practised in each year group at the beginning of each lesson. Rhythms etc are modelled and children repeat.
- Listening – children use taught musical language – walk thru material ‘say it better’ is used to encourage the correct language
- Playing, composing, improvisation is modelled (I do), practised (you do) and then performed (shared – we do)

Sequence of activities in a lesson:

1. Warm up - General musicianship using interrelated dimensions of music – teacher instructs and models
2. Listening to a piece of music – practise using musical language – modelled using ‘say it better’, ‘my turn, your turn’
3. Singing and/or Playing instruments using given notes to improvise or compose – Modelled by teacher, children have guided practise time with support where necessary.
4. Performing - where appropriate. Children perform their compositions, improvisations and musical accomplishment

Sequence within a unit:

- In each unit, children are exposed to different styles of music
- Each lesson supports the key areas of the English Model Music Curriculum; Listening, singing, playing, composing and performing.
- There are assessment opportunities at the beginning and ends of units with musical quizzes
- There are opportunities for deeper learning through use of language and extension of notes to use.

Enrichment and Cultural Capital

- Choir club and performing at the Berkshire Maestro's 'Junior Music festival'
- In2music in year 3,
- Visits from performers from Berkshire Maestros
- Christmas productions where children are given the opportunity to sing and perform as part of a group.

Impact:

Consider:

- Children are observed throughout music lessons
- Evidence is collected in the form of videos
- Children talk about the language they use during music and are able to demonstrate their musical learning when playing instruments or singing
- Otrack assessment data
- Discussions with phase teachers
- Learning walks across different phases
- Work scrutiny of recorded evidence

Next Steps:

Make sure teachers make recordings of children's learning that can be used to assess the progression of the different musical skills – best practise one every lesson

Pupil conferences

Further scrutinise Charanga curriculum and consider how it can be adapted to meet our needs