

# Music

## Orleton Primary School

Charanga provides week-by-week support for each year group to cover the National Curriculum for Music and achieve the Orleton / Kimbolton Skills, as well as covering the schools' Knowledge Maps. The scheme moves away from outcome / objectives concepts to an integrated, practical, exploratory and child-led approach, where we will not always know what the learning outcomes will be. As such, each lesson is designed to cover multiple areas of the music curriculum.

### Curriculum Intent for Music

What Music looks like in our school:

- Throughout the school our Music topics are devised to inspire and encourage a love of Music and develop their own personal flare
- We ensure topics provide opportunities for enjoyment and exploration, and incorporate environmental links wherever possible, to deliver excellence.
- We want our children to have an understanding of how Music has changed across time and how it has evolved with different time periods in history

By the end of Year R pupils will:

- Safely use and explore a variety everyday items that make sounds, experimenting with fast and slow, high and low.
- Sing songs and rhymes for pleasure
- Explore basic emotions that connect with particular pieces of music.
- Explore musical instruments – both tuned and untuned.
- With support: Tap / clap / move to the pulse and tap / clap patterns of sound (rhythms).

By the end of KS1 pupils will:

- Use instruments carefully and respectfully to explore and learn about different aspects of music.
- Warm up, rehearse, and perform songs in unison.
- Listen to a range of music with concentration, discussing their preferences and emotions.
- With support: Improvise by clapping rhythms, singing answers to musical phrases and playing notes on an instrument.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

By the end of KS2 pupils will:

- Develop their knowledge of music history
- Expand their repertoire of songs / music, identifying a range of styles of music.
- Warm up, rehearse, and perform songs with a variety of parts, in a variety of contexts.
- Use staff and other musical notations when performing and composing.
- Understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.

## Curriculum Implementation for Music

### How Music is taught:

- Music is mainly taught by specialists in Key Stages 1 and 2. This is supported by class teachers, for example, rehearsing for performances.
- We aim for our lessons to be as practical and engaging as possible
- **Curriculum Progression Grids** and **Knowledge maps** are used by each year group to plan lesson and series of lessons. Using the Charanga scheme as a base ensures full coverage of the curriculum.
- By the time children leave our school they will have been taught to play an instrument to beginners' standard.

### Adults roles:

- Plan lessons based on the **Curriculum Progression Grids** and **Knowledge maps** for their year groups, utilising their specialisms and / or the Charanga scheme and resources.
- Create a learning environment that stimulates children's interest
- Plan visits, performances and trips, where possible, to inspire children's imaginations and connections to their learning.
- Biannual review of our Music curriculum by the co-ordinator to include: lesson observations, work scrutiny, staff and pupil interviews.
- Provide opportunities for stakeholders to come into the classroom to share in the learning of music with pupils. Open door tours are a key way we do this each term.

### How we support pupils and ensure they can access the curriculum:

- Teachers use our **assessment grids** before they start a new topic to identify pupils previous competence in the subject / area, for those pupils requiring support the **assessment grids** will give a clear indication of why they had not previously met the expected standard and this will allow their current class teacher to provide appropriate support
- Work maybe differentiated to allow children to meet the learning objective. This could take the form of additional adult support, the use of resources, peer support or the differentiation of the work to be completed or expected outcomes
- We use live teacher-assessment and self-assessment to quickly identify those who may need more help in specific areas
- For pupils with specific SEN or EAL needs a variety of approaches maybe used including: pre-teaching of specific vocabulary, seating children alongside role-models, providing visual practical prompts, adult support and adaptation of activities to ensure engagement

### How we provide challenge:

- Teachers use our **assessment grids** before they start a new topic to identify pupils previous competence in the subject / area, for those pupils exceeding the expected level the **assessment grids** will give a clear indication of why exceeded the expected standard and this will allow their current class teacher to provide challenge
- Work maybe differentiated to allow children to go beyond the year group's objective. This could take the form of additional independent work, the use of resources, peer mentoring or the differentiation of the work to be completed

- We use live teacher-assessment and self-assessment to quickly identify those who may need more challenge in a specific areas

## Curriculum Impact for Music

This is what you might see:

- A recap of learning from previous year groups
- A focus on a renowned musician, style or song, often linked to another topic
- Engaged learners
- Children interpreting and reflecting on the works of the artists they have studied and applying this to their own work
- The teaching of specific skills such as: how to play instruments or how to combine sounds when composing
- Children experimenting with different ideas
- Children working alone, or in teams, discussing their progress as they go
- Children evaluating their own work, and that of their peers

This is how we know our pupils are doing well

- Lessons are planned using our **Curriculum Progressions Grids** and our **Knowledge maps**
- Teachers assess progress using our **Assessment Grids** recording who has achieved each key area, those who have exceeded it and those who are working towards it. For those exceeding the objective and those (20%) working below the expected level evidence will be provided to support the teacher judgement
- Feedback from teachers and peers
- Key skills will be video recorded 'in action'.
- Subject leaders monitor the coverage and progression of pupils within their subject on a biannual basis

Impact of our teaching

- Children who enjoy Music
- Inquisitive learners
- Reflective learners
- Children who are appreciative and analytical about music in a positive way
- Children who are prepared to experiment with their unique musical style
- Children who are proud to share their work