



Overview of what the subject entails

Our vision is to ensure that the music curriculum offers children the opportunity to engage in musical experiences that allows them to flourish and will be invaluable in their future life.

Why we teach it

Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional wellbeing. The skills involved in playing and listening to music will also help learners develop the self-esteem, self-discipline, co-operation, creativity and self-motivation necessary for success. Our children will also develop their oracy skills through our music curriculum.

Teaching Principles

At Whitegate End, we believe music is a vehicle for personal expression, and it can play an important part in the personal development of children.

In foundation stage, we relate the musical aspects of the children's work to the objectives set out in the Early Years Framework which will underpin the curriculum planning for children aged three to five. Music contributes to children's personal and social development and helps foster a child's mathematical abilities. Singing songs about different cultures increase a child's knowledge and understanding of the world. Children explore singing and musical sounds during phase 1 phonics. The environment within Early Years is set up so the children have opportunities to explore and experiment with musical instruments. Foundation Stage uses music as part of interventions. We use 'Can Do Music' to encourage children to develop their listening, turn taking skills and confidence.

Whitegate End uses an interactive Charanga Music School scheme of work, developed in line with the Model Music Curriculum, as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the Charanga scheme of work means that the children are increasingly challenged as they move through the school.

Our MMC Scheme has six self-sufficient units per year. Each unit is structured into six steps. The first step of each unit introduces that unit's focus in terms of content, skills and knowledge; the middle steps then develop this, and the final, sixth step assesses the learning through exciting performances and activities.



Aims

Encourage our children's understanding and enjoyment of music through an active involvement in listening, composing and performing.

Provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others.

Help children to develop an awareness of musical traditions and developments from a variety of cultures.

We enable each child to:

- To build up confidence
- To build up resilience to "have a go"
- Children to develop and build up own creative style/flair
- To understand musical concepts through a repetition-based approach
- To have an awareness of music/instruments from other cultures
- To experience singing and playing an instrument for an audience

Learning in a spiral curriculum

The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities,

through which they acquire new, or reinforce previous, musical knowledge and understanding.

This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school.

So, to support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.



Development of the Knowledge

At the start of each unit the children are told what they are expected to know by the end of the term. In KS1, the sticky knowledge takes account of the National Curriculum's main characteristics of:

- Singing
- Playing an instrument
- Listening and Appreciating
- Creating own music

In KS2, the sticky knowledge takes full account of the main characteristics:

- Performing
- Composing
- Listening
- Use and understand
- Appreciate
- History of music

It is important that the progression of skills are taught and used with the children, so that they have a clear understanding of their progression through each key stage.

How it is taught

Music is taught once a week for 45-60 minutes. This includes singing and playing a range of musical instruments. Teachers are encouraged to use different genres of music as a stimulus for discussion amongst pupils. This can be done in a way that gives children the opportunities to appreciate music and are exposed to music from different cultures, developing an understanding of the wider world. Every Thursday KS1 and 2 have a singing assembly in which they learn and sing a range of musical pieces.

In Foundation stage children are given opportunities to experiment with instruments making sounds by banging, tapping or blowing. Children are encouraged to experiment in lots of different ways and contexts such as adult led activities or child-initiated activities. Music is used to deliver phase 1 phonic lessons through singing and listening to different types of sounds.

In KS1, using Charanga, children are taught to use their voices expressively and creatively through singing. They use instruments to perform and play rhythmic patterns. They listen to music and are encouraged to say what they like and dislike. Children are taught to listen with concentration and make connections between musical sounds. Pupils are taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

In KS2, using Charanga, children are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music. Children listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Children are encouraged to appreciate and understand a wide range of high quality music pieces drawn from different traditions and great composers and musicians. Children develop an understanding of the history of music.



Assessment of the subject and how this is used

As described, clearly sequenced lessons and units support the areas of the National Curriculum for Music: listening, singing, playing composing, improvising and performing. There are opportunities for end-of-unit and end-of-year assessment.

There is a Key Learning document for each year group. This document provides key learning and outcomes, including 'I Can' statements for each musical activity. These represent the expected standard of musical learning that will build through each unit for the year. There is often more than one statement, and these can be used over time/if the children are working beyond expected outcomes.

Each unit involves a variety of musical activities, centred around given songs:

- Understanding Music
- Listen and Respond
- Learn to Sing the Song
- Play Your Instruments with the Song
- Improvise with the Song
- Composition - Compose with the Song, Create a Graphic Score (KS1) Compose with a Theme, Music Notepad, Quickbeats (KS2 only)
- Perform the Song

End-of-Unit/Continuous Assessment

Each activity associated with a song can be assessed at any point over the course of a unit. The Unit Assessment Grid keeps track of each child's progress from one unit to the next.

For each of the above musical activities, the child's progress will be assessed accordingly. The children could be working towards (WTS), working at the expected standard (EXS) or working at greater depth (GDs). The key learning statements/outcomes are used for adaptive learning if the children are working beyond expected outcomes. Assessment evidence is vital in tracking the progression and engagement of each child's musical journey.

We capture key learning moments and log this to evidence both rapid and sustained progress. We also use the My Music Passport documents to log the next steps and ensure all children know their learning outcomes for their unit of work.

End-of-Unit/Year Assessment - Assessment Checkpoint

Step 6 in each unit is the 'Assessment Checkpoint'.

At Whitegate End we use the Year Assessment Grids to collate all of the assessments from throughout the year.



Links to other areas of the curriculum

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based. ICT is used in music where appropriate. Children use the Interactive White Boards (websites and games). Listening, 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. Music is also integrated into Foundation Stage Play Based Learning.



Our approach to music at Whitegate End