

MUSIC AT EDNA G OLDS ACADEMY

INTENT

Music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey. At Edna G Olds, we aim to provide all children with the skills, knowledge and enjoyment of music to thrive in the subject as they continue their journey through education.

We believe that music should be fun and engaging for everyone involved and that every child is born a musician. Music plays a vital role in every aspect of our lives and can have a huge impact on a child's social, emotional health and well-being, as well as bringing positive benefits to other areas of the curriculum. A high-quality music education therefore provides a foundation for understanding the world, an appreciation of culture and diversity, will improve confidence and oracy as well as bring a sense of enjoyment and curiosity about the world. Musical understanding influences social success. With this in mind, we endeavor to provide pupils with the skills and knowledge to truly appreciate a variety of high quality music. We aim to provide a rich music curriculum that connects children with their past and their communities, celebrates diversity and develops positive musical identities in order to support them in becoming outstanding members of society.

Our aims agree with those set out in the National Curriculum:

- To 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
- To 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
- To 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.

IMPLEMENTATION

In school, we follow 'The National Curriculum programmes of study for Music 2014' and the 'Model Music Curriculum'. EYFS follow 'Musical Development matters' all supported by the use of Charanga. Connections with school themes and the UN Sustainability goals are made explicit.

All pupils will be taught the breadth of the programmes of study, which will be adapted to meet the needs of each child, ensuring they make connections across musical ideas and the wider curriculum. Teaching with high expectations and challenges, ensures all pupils become confident in their knowledge of the programmes of study and progress to the next stage securely.

Music is taught predominantly through weekly 30 minute lessons, varying in length depending upon their age. Music is also accessed through singing assemblies and annual school productions or nativities.

All lessons follow the 'REAL' model for teaching and learning:

Reflect -what you already know?

Educate- the learning you are going to be doing today

Apply- application of what you have been taught

Learnt- what have you learnt today?

Musical skills are taught by class teachers using the Charanga's Model Music Curriculum scheme, however, the units can be adapted to meet the needs of a class or specific children. Each class follows six units within a year with singing at the heart. Each unit is structured into six steps which can be as the class teacher sees fit. 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.

With exception to this, year 4 and year 5 will access the Music curriculum through whole class recorder lessons and Reception music will be taught using the curiosity approach, supplemented with regular singing activities interspersed throughout the day.

The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, children learn how to play a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn, feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and music technology is also part of the curriculum, which develops the understanding of musical elements, without the added complexity of an instrument.

At Edna G.Olds children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. All children have the opportunity to access the after school choir club.

Children are provided a variety of opportunities to perform alongside other performing arts. This will develop children's self-awareness, confidence and collaboration in line with our school Core Behaviours.

Below are the expectations for each Key Stage in Music set out by 'The National Curriculum programmes of study for Music 2014' and 'Musical Development Matters'



EYFS – Development Matters

Hearing and Listening

Thinks abstractly about music and expresses this physically or verbally
Distinguishes and describes changes in music and compares pieces of music,
Associates genres of music with characters and stories.

Vocalising and singing

Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another
Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.
Sings entire songs.
May enjoy performing, solo and or in groups.
Internalises music, eg sings songs inside his or her head.

Moving and dancing

Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.
Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing.
Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.
Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.
Choreographs his or her own dances to familiar music, individually, in pairs/small groups.

Exploring and playing.

Creates music based on a theme eg creates the sounds of the seaside.
Finds and records sounds using recording devices.
Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.
Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.
Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.
Creates rhythms using instruments and body percussion.
May play along to the beat of the song they are singing or music being listened to.
May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically



- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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

IMPACT

Over their time at Edna G. Olds, all of our students will be given the skills and knowledge to understand the impact that music can have on our lives and cultures, and how it can play an integral role in our emotional wellbeing. Children are empowered to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary. Our pupils will be able to apply their knowledge of music across the curriculum and realise that music has developed and changed over centuries to reflect society of that time. We aim to give children high aspirations, which will enable them to foster a lifelong love of music and the confidence to continue to play and enjoy music into their adult lives

Through high quality teaching and learning, guidance and effective feedback, children will:

- Use musical vocabulary to dissect and analyse a variety of music.
- Confidently and respectfully express their opinions.
- Have the ability to recognise relationships and make connections in music and within the wider curriculum
- Be happy, confident, articulate and autonomous learners with a life-long passion for learning.
- Leave our school at the end of KS2, well prepared for the next step of their musical education.

The impact of this curriculum design will lead to strong progress over time, across key stages, relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Edna G Olds reaching at least age-related expectations for Music.



Outcomes in topic books, performances and recordings on Showbie, will evidence a balanced music curriculum that demonstrates the children's acquisition of identified key knowledge and skills and an understanding of the impact of music on the wider world, through the teaching of the UN Sustainable Development Goals.

Equal opportunities

Activities are carefully planned by the class teacher and are adapted where appropriate, for children with SEND. Activities for children who are working beyond expected are designed to deepen their learning and challenge. All resources/materials are carefully selected with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils are encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the Charanga music scheme and reviews evidence of children's work;
- arranges external music providers to work with different year groups;