

INTENT

Music is fundamental to our humanity and civilisation. Every child deserves the opportunity to engage with music of all styles from all cultures, in order to develop their own musical journey and develop a life-long love of Music. At Edna G Olds, we aim to provide all children with the skills, knowledge and enjoyment of music through music from all around the globe and across generations, in order to teach them to respect and appreciate the music of all traditions and communities.

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. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Our high-quality music education 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. 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 aspirational 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', supported by the use of Kapow Primary. 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, annual school productions or nativities and visiting workshops.

Music lessons at Edna G. Olds Academy take an holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Termly units combine these strands within a school theme or topic, designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions

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 Kapow Primary Music scheme, however, the units can be adapted to meet the needs of a class, a current theme or topic, or specific children. The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing



more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, the interrelated dimensions of music and more.

With exception to this, years 3, 4 and year 5 will access the Music curriculum through whole class recorder lessons and Nursery music will be taught using the curiosity approach and continuous provision to explore sound, all supplemented with regular singing activities interspersed throughout the day.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Music technology is also part of the curriculum, which develops the understanding of the interrelated dimensions of music, without the added complexity of an instrument.

Lessons and activities are adapted to ensure that music is accessed by all pupils and that opportunities to stretch pupils' learning are available when required. Learning journeys support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Teachers have access to ongoing CPD, aiding them in their own acquisition of musical skills and knowledge.

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 who demonstrate aptitude within classroom music are given the opportunity to take part in a fortnightly ensemble, where they learn how to play an orchestral music and perform together in a small group.

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 Values.

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.

- Create music based on a theme e.g. creates the sounds of the seaside.
- Find and record sounds using recording devices.
- Play 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.
- Keep a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.
- Tap rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.
- Create rhythms using instruments and body percussion.
- Play along to the beat of the song they are singing or music being listened to.
- 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 un-tuned 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:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the various ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

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.

Assessment

Class teachers use both summative and formative assessment to assess pupils' progress. At the end of each full term, teachers use the aspirational milestone to identify children's achievements and to identify gaps to inform planning. Within lessons, teachers provide ongoing feedback to pupils that improve the quality of pupils' music making both in terms of technique and expressive quality. Teachers routinely demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes. Evidence used for assessment include video or audio recordings of performances, written compositions, written or voice note reflections and evaluations.

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 Kapow Primary music scheme and reviews evidence of children's work;
- arranges external music providers to work with different year groups;