

Music Rationale

The Intent, Implementation and Impact of our Curriculum

Intent

At The Smallberry Green Primary School, it is our intent that we make music an enjoyable, rich and stimulating learning experience for all groups of learners, including those with SEND, EAL, PPG and most able. We hope to immerse children in music as much as possible. We enable children to participate in a variety of musical experiences through which we aim to build a range of skills and understanding in musicality. We intend to nurture and develop children's confidence to express themselves through music and respond to a range of music. Through singing songs and performing, children learn about the structure and organisation of music and we teach them to listen to and to appreciate different genres. We aim to ensure that all children can perform confidently. Children also develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We teach technical vocabulary such as dynamics, pitch, pulse and rhythm and encourage children to discuss music using these terms. We are committed to ensuring children understand the value and importance of music to their own and others' lives and wellbeing and also the impact music has in the wider community. All children have access to music regardless of their academic ability, race, ethnicity, background and language. Pupils with SEND are actively encouraged to participate fully as music is often an area of the curriculum which allows them to excel.

Implementation

Our teaching and learning takes place through the use of a range of schemes of work, in order to meet the expectations of the National Curriculum. These include: Charanga, Jolly Music, Musical Contexts, BBC Ten Pieces, and Sing Up.

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Jolly Music is used from nursery to year 3. Through a repertoire of playground rhymes and songs, children learn to identify musical elements such as pulse, rhythm, pitch, loudness and speed. This learning is reinforced through physical actions, creative activities and musical games. The early years are heavily focused on hearing and identifying musical elements, and as time goes on children learn to perform music and even write their own simple rhythms. The lessons are structured to build key musical skills including listening, singing in tune, developing inner hearing, and ultimately reading and writing music. These skills are reinforced throughout the entire programme. After the first two years, the children begin to learn the solfa names and their accompanying hand signs. At this point they can combine solfa with simple rhythm

notation, enabling them to read and write music. The children continue to learn solfa names and more complex rhythm notation each year.

Musical contexts enables children in Key Stage 2 to explore and develop musical ideas such as exploring textures and harmony, descriptive music, or melodic shapes, and apply them to their own compositions. It also enables children to develop their knowledge of notable composers and musicians, and develop their knowledge of musical history.

By including a range of schemes of work in our curriculum, we believe that children will become well rounded, accomplished and inspired musicians.

We also believe in the importance of children having the opportunity to learn to play musical instruments, and thus each year group learns a different instrument within the year, including glockenspiels, recorders, ocarinas, guitars and ukuleles, and Bamboo Tamboo.

As much as possible, we provide children with opportunities to perform. In addition, we supplement this further by organising additional music clubs such as choir, bucket drumming, recorders and ukulele. We encourage further performance during whole school events such as our Fireworks evening and external performances too, such as Young Voices at the O2, borough music festivals at venues including the Royal Festival Hall, and within our local community, such as visits to sing carols at a local care home for elderly residents.

Impact

As music is a practical subject, assessment is ongoing, and may be done by focusing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and expectations of the MMC. The learning challenges used, to plan and teach music, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. All children leave our school being able to play a range of different musical pieces, read music, express and discuss their likes and dislikes about different musical genres and perform confidently in front of others. Our pupils are experienced and confident performers, who find enjoyment in sharing their achievements in music with others.