

# Stradbroke CE Primary School

## Music Curriculum Statement



### **Aims and objectives**

At Stradbroke Primary School we believe that high-quality music education should engage and inspire pupils to develop a love of music and develop their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

The aims of teaching music in our school have been written with reference to the aims of the National Curriculum. Our aims are

- To enable children 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 enable children to learn to sing and to use their voices;
- To enable children to create and compose music on their own and with others;
- To give children the opportunity to learn a musical instrument and to enable them to progress to the next level of musical excellence;
- To give children the opportunity to use technology appropriately to develop their understanding of music;
- 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.

### **Music Curriculum Planning**

We use the national curriculum as the basis for our music planning, making adjustments to relate teaching and learning to our local context.

We use a specialist music teacher to teach music across the school. A peripatetic music teacher (Suffolk County Music) is used to teach brass instruments to Years 5 and 6. The specialist Music teacher and the peripatetic teacher are responsible for the planning of music lessons.

In music lessons there are opportunities for children of all abilities to develop their skills and knowledge, while the progression planned means that children are increasingly challenged as they move through the school. Class music books are used to ensure a breadth of curriculum is delivered in our mixed year group classes. Musical skills are ticked off from the list each time they are taught in music lessons. Music lessons are planned to meet the needs of mixed year group classes and to ensure learning is relevant and engaging for the children.

### **Subject Content**

#### **Early Years Foundation Stage (EYFS)**

During their early years the children will encounter a curriculum rich in opportunities to explore music, following the guidance in the Early Years Foundation Stage document. The children will be encouraged to listen to music and focus on how sounds can create feelings and ideas, as well as responding to musical stimuli through dance and movements. In addition, children will also create musical sounds of their own, through playing with musical instruments with increasing control and success.

## **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.

## **Teaching & Learning Style**

At Stradbroke CE Primary School, our principal aim is to develop a love of music, as well as developing children's talent as musicians. We place an emphasis on singing, as the voice is the most accessible, universal instrument. Through singing songs, children learn about the structure and organisation of music, as well as developing self-confidence. We also teach children to compose and create music together. Music lessons are practical and children are actively engaged in listening, singing and playing instruments. In Year 4 children are taught to play the ukulele. Year 5 and 6 children have weekly brass instrument lessons.

Children are given the opportunity to experience a wide range of live music performances, including theatre visits. We encourage musicians to come into the school, to perform to and with the children and talk about their love of music. We help children understand that music can be interpreted in different ways and encourage children to express their ideas and feelings about music.

We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.

## **Cross Curricular Links and Wider Learning Opportunities**

Where relevant and appropriate, meaningful links are created between music and other curriculum subjects. Encouraging children to make these links strengthens their learning by giving them a variety of contexts to apply it to.

Wider learning opportunities are used thoughtfully and to great effect in music to enable children to perform in front of others and to listen to a wide range of musicians performing music in different settings. These opportunities are referred to in our individual class entitlement documents which are completed each year to ensure all children receive a variety of learning experiences as part of a broad and balanced curriculum.

## **Personal, Social and Health Education (PSHE) and Citizenship**

Through the study of music, there are many areas of PSHE which can be taught. Concepts such as perseverance, working together and accepting other people's views and opinions are all an important part of developing our children to be good citizens. The opportunity to perform in front of others develops children's self-confidence and sense of achievement.

## **Spiritual, Moral, Social and Cultural Development**

When teaching music, we contribute to the children's spiritual, moral, social and cultural development where possible. We contribute to children's spiritual development by allowing children the opportunity to explore and express feelings and emotional responses to music. Children will experience a wide range of music from different cultures, traditions, composers and musicians, which encourages positive attitudes towards other cultures and societies. We consider the importance of music in our local and wider culture.

## **Equal Opportunities**

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. All pupils have equal access to music lessons. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

## **Assessment**

Teachers assess children's work in music by making assessments as they observe them during lessons and giving oral feedback to inform future progress. Teachers monitor the progress that children make by assessing the children against the aims of the national curriculum and learning objectives within the lesson. They will use a range of tools to assess children including discussion and questioning, observations and quizzes and recaps.

## **Resources**

There are sufficient music resources for use across the school. We use a specialist music teacher to teach music across the school and also a peripatetic instrument teacher (Suffolk County Music), who teaches Brass to Year 5 and Year 6. The spare classroom is used as a music teaching space and has a large trolley of percussion instruments. We have a class set of ukuleles. A collection of music CDs is kept in the hall. Technology will be used where appropriate to support the teaching of musical skills.

## **Monitoring and Review**

The music subject lead is responsible for monitoring the standard of the children's work and the quality of teaching in music. The music subject lead is also responsible for supporting colleagues in the teaching of music, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.