

Our vision for **Music** at Birley Spa Primary Academy

Intent

At Birley Spa we embrace the National Curriculum purpose of study, which states: “Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupil’s progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

National Curriculum 2014

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Birley Spa Primary Academy, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our intent is to develop an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensure children understand the importance of music in a variety of contexts.

It is our intent that the children leave Birley Spa Primary Academy with an appreciation for different genres of music, can verbalise their understanding of how to create music and have opportunity to hear and play a variety of instruments.

Implementation (including pedagogy)

The implementation of the Music curriculum at Birley Spa is based on the 2014 National Curriculum. The children are taught through 30 minute weekly music lessons taught by the class teacher using the online resource Charanga.

The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom lesson activities. The elements of music are taught in the 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. The Charanga scheme maps out key knowledge and skills for each year to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music and from one year to the next. Children across KS2 have the opportunity to take part in Young Voices. Children in Year 4 participate in classes learn a musical instrument for the academic year through the Sheffield Music Hub. Children in Year 5 and 6

are offered the opportunity to continue the instrument lessons through the Sheffield Music Hub.

EYFS:

The Early Years Foundation Stage Curriculum supports children's understanding of Music across the curriculum through the planning and teaching. Children are encouraged to think about how they can move to music and how they can use different objects to make music. Singing forms an important part of daily routines and poetry is used regularly to develop awareness of rhythm and rhyme.

Music is a part of the Expressive Arts and Design Early Learning Goal. By the end of EYFS, children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Key Stage 1:

In line with the national curriculum 2014, the curriculum at Birley Spa aims to ensure that all KS1 pupils are 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 interrelated dimensions of music

Key Stage 2:

In line with the national curriculum 2014, the curriculum at Birley Spa aims to ensure that all KS1 pupils 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
- improvise and compose music for a range of purposes using the interrelated 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

During a music session you will see:

- An introduction to the lesson objective
- Listening and appraising of a song
- Vocabulary development
- Activities to revisit vocabulary
- Collaboration and opportunity for partner development
- Opportunity for children to work independently and together

Music pedagogy:

Key pedagogy that underpins the teaching of Music at Birley Spa Primary Academy includes the following:

1. Speaking and listening

Speaking and listening are crucial for practising and embedding new vocabulary and concepts, and as such form the bedrock on which literacy is built. They also form the basis of social interaction, and are skills to be taught, as listening and turn-taking do not come naturally to children. Discussion and debate sharpen thinking skills and promote understanding. By teaching music as a process of enquiry, a process that demands the questioning and debating of different genres of music. We give children opportunities to develop their oracy through:

- Discussing what they like about a piece of music
- Listening to others' opinions of music
- Asking children to pose questions, to predict, to raise doubt
- Explaining their thinking processes and ideas
- Evaluating their own learning.

2. Composing

Composing for music is divided into two main areas: improvising and composing.

- Improvising – It is important that children have the opportunity to play tuned and untuned musical instruments to create music through improvisation. This will also build on collaboration skills working in pairs and groups to create this music.
- Composition – this gives children the opportunity to create their own pieces of music using known notation they have learnt. It is important that children are aware how the notes can be arranged to create different rhythmic patterns.

3. Awareness of music

It is important for progression in music to deepen and expand your musical awareness. This involves listening to the music more clearly and giving it undivided attention in order to fully engage with it. This allows the children to be able to appraise the music more effectively. Fully listening to a piece of music also allows you to understand the fundamental elements of a piece, for examples genre, structure and instruments.

Being more aware of music also allows the children to be more critical of music when composing. They can become more aware of where music fits into an ensemble or how the music creates harmony.

4. Performance

Performance is a vital part of music. It allows the children to use all the skills they have learnt and put it into practice. Performing of music should be effortless and use all the skills the children have naturally together to create a piece of music.

EYFS:

A lesson in EYFS might look like the following:

EYFS teach music across the full EY curriculum. It is used during phonics as a method of recalling key words and rhythms. It is based on early progression of music from being able to grip an object and tap or shake it. Once they discover the sound they can make, they repeat the action – often again and again and with a regular pulse.

As they develop more coordination, very young children will be able to manage simple educational percussion instruments that make sounds through shaking, tapping, plucking and scraping.

Children enjoy playing a wide variety of instruments and different types of sound-maker, played in different kinds of ways. They can also be introduced to technological sound sources such as sound mats and keyboards. They will make their own spontaneous music.

Key Stage 1:

A lesson in KS1 might look like the following:

- Warm up games (5 minutes) – lead into vocabulary
- Recap vocabulary (5 minutes) – also use of key recap questions
- Listening (5 minutes) – Listening to a piece of music and appraising it. Using key questioning to analyse the music.
- Singing/performing (10 minutes)
- Play instruments/composition (10 minutes)
- Plenary (5 minutes) – Part of the lesson where discussion and questioning can take place

Key Stage 2:

A lesson in KS2 might look like the following:

- Warm up games (5 minutes) – lead into vocabulary
- Recap vocabulary (5 minutes) – also use of key recap questions
- Listening (5 minutes) – Listening to a piece of music and appraising it. Using key questioning to analyse the music.
- Singing/performing (10 minutes)
- Play instruments (10 minutes)

- Plenary (5 minutes) – Part of the lesson where discussion and questioning can take place

Structure of lessons each half term;

- Week 1 – Listen and appraise, discussing what instruments can be heard, what they like about the music/what they dislike about it
- Week 2 – Singing focus, based on song from Charanga
- Week 3 – Composition of music, link to notation and writing music
- Week 4 – history of music, link to music of the month
- Week 5 – Using instruments with the song
- Week 6 - Using instruments with the song/Assessment video filmed for the half term
- Week 7 - Assessment video filmed for the half term

Wider curriculum Implementation expectations:

Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained. To support teaching, staff access a range of resources and planning including Charanga.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. Regular concerts at school and the school's involvement in local musical events, including iSing Pop, ensure that children are confident performers.