

Teaching and Learning Principles

Subject: Music

Mission statement:

'Today's learners, tomorrow's leaders'

Vision:

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities, and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life.



Music aims:

The national curriculum for music aims to ensure that all pupils:

- 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.
- 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.

- understand and explore how music is created, produced, and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 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.

KS2 key objectives:

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.

KS2 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.

Development matters is used to support the delivery of our EYFS curriculum.

In Reception pupils will be learning to:

EYFS: Expressive Arts and Design

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources, and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups

At the end of reception, children at the expected level of development will:

ELG: Expressive Arts and Design

- 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.

We use Tapestry, our online learning journal, to record and track children's progress and achievements in Music against the Early Learning Goals. Children who need additional help are identified and interventions put in to place when appropriate. Children's progress within Music is then reported to parents through settling in meetings, sharing learning journals and regular communication. In line with statutory requirements children are assessed against the Early Learning Goals for 'Expressive arts and design' at the end of the Reception year and this is reported to the LA and parents.

Knowledge and Skills Progression:

At Nansledan School, we use the objectives from the National Curriculum and the Charanga Music scheme to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject. Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning. Progression throughout the use of the Charanga music scheme ensures that children are exposed to the interrelated dimensions of music through the ever increasing spiral of musical learning.

The Interrelated Dimensions of Music

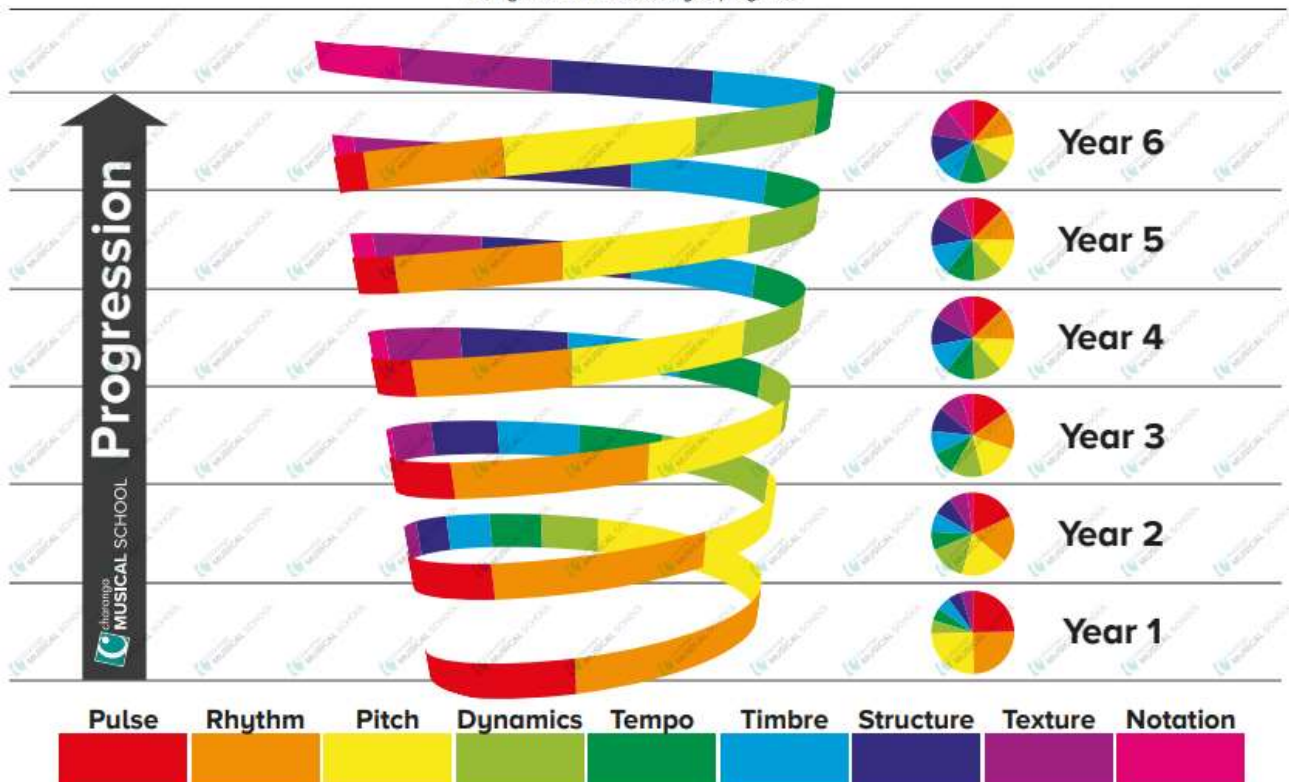
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



For further information, please see the subject overview grid and the curriculum progression document.

Planning:

Planning follows the National Curriculum objectives for each year group or age band. (Supported by our use of the online platform, Charanga).

Objectives are taught to ensure coverage and progressive understanding.

Teaching and Learning Expectations:

- The Music Curriculum has been developed to integrate national guidelines in a skills-based, creative, and spiral curriculum.
- Nansledan School have subscribed to the Charanga scheme of learning which is delivered by class teachers on a weekly basis. They are routinely supported by the school's music co-ordinator.
- Each class (Year 1 to Year 6) receives a total of one hour's music teaching per week.
- Scaffolding is achieved by resource, task, support, and outcome through teachers' delivery of the Charanga planning.
- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.
- Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
- Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through differentiated work, questioning and homework, and through extra-curricular activities and performing opportunities.

- Children are encouraged to use their own instruments, including the recorder, during composing activities.
- Pupils' achievements are celebrated in display and performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular performances.
- Additional music activities include a school choir. Peripatetic teachers are available for tuition at a fixed cost on Piano, Drums and Guitar.

Working Walls/Displays:

- Musical vocabulary posters displayed for all year groups.
- Examples of work linked to topic.

Monitoring/Assessment:

- Assessment is ongoing and evidence for recording, and reporting purposes is gained from teacher observation. (Usually through the use of video at the start of a unit and the end)
- Computing will be used to enhance music learning and enquiry. Children will use ICT in a range of sessions e.g., electronic instruments, recording work, use of Charanga online.

Health and Safety

Instruments are put away carefully after each session unless on display or in use the music area.

Instruments are stored appropriately according to size, weight and shape.

Children are encouraged to take care when transporting instruments.

Children are taught not to step over instruments and to handle all instruments with care and respect.

Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments. Electrical equipment will be inspected regularly.

Appropriate steps are taken to ensure hygienic use of blowing instruments.

Resources

- Instrument baskets with a wide range of percussion instruments.
- Class set of recorders, 30 glockenspiels, full set of Handbells.
- A range of multicultural instruments.
- External peripatetic music teachers accessed through Cornwall Music Service Trust/Asone hub.
- Access to Charanga online music services.
- Whole school sing up access.