



MUSIC

Intent of the Music Curriculum

AFJS Aims

We aim to inspire a love of music and performance in children and provide opportunities for those with a passion for the subject to pursue their talents further, through a wide repertoire of musical opportunities both within the curriculum and through extra-curricular opportunities.

At Abbots Farm Junior, we aspire to give all children the opportunity to:

- Listen to, review and evaluate music across a range of genres and styles
- Take part in a wide variety of musical activities through singing and playing different musical instruments
- Have opportunities to be creative and improvise and compose music
- Be aware of different musical notations and how they represent the sounds made

National Curriculum

Our school aims are closely linked to those of the national curriculum for music, which are 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Roles and Responsibilities

The music leader is responsible for providing access to Charanga planning for all staff to use. The music leader also ensures that the music resources are kept well-stocked and are relevant to the planning. They are also responsible for leading whole school singing assemblies and for developing, resourcing and promoting a music appreciation plan for the whole school. They also review music provision, its strengths and the next steps for developments as part of the action planning cycle.

Year group teams are responsible for ensuring the music units are taught in the order set out on the long term plan and for ensuring that they use a range of the resources available on Charanga to ensure children progress within the key elements of music (see diagram in next section). Staff are also responsible for providing challenge and support to those children that need it, based on prior knowledge of the children and regular formative assessment in lessons and for promoting the use of musical instruments that pupils may be learning with a peripatetic teacher. Under the guidance of the music leader, staff are also responsible for promoting a love of music and developing music appreciation across a wide range of genres, both through lessons and wider opportunities as well as through the incidental moments in the classroom that arise.

The governors are responsible for discussing music provision with the Curriculum Lead as part of the wider curriculum and allocating some governors to monitor the provision, its strengths and areas for development when required, and for reporting these to wider the governing body.

Implementation of the Music Curriculum

Planning

At Abbots Farm Junior School, we use the Charanga scheme of work as the main driver for our music provision and use the planning provided within this scheme. We supplement this with other resources both within the Charanga package and through other schemes/packages when required and through cross-curricular music planning when appropriate.

Progression

Progression in music comes in 2 parts:

1. Progression in the skills of singing and playing instruments through regular repetition and practice. Music is repetitive and skills based in its nature. Lessons do not need separate, specific 'Learning Intentions' as the interrelated dimensions of music should be progressively and repetitively addressed across the curriculum.
2. Progression in knowledge of the interrelated dimensions of music, of the different styles, genres, artists and instruments and the use of notation. All of these are planned out in the long term plan for music and the music appreciation plan.

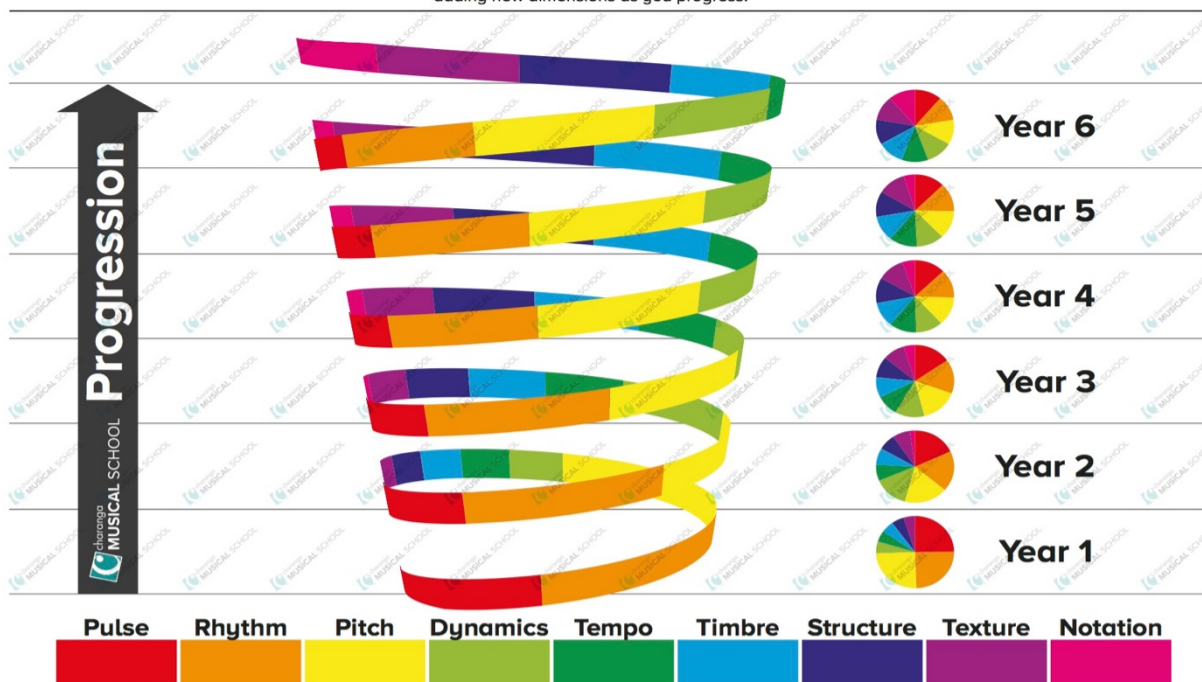
The Interrelated Dimensions of Music

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.



- **Pulse** – the regular heartbeat of the music, the steady beat
- **Rhythm** – long and short sounds or patterns that happen over the pulse, the steady beat
- **Pitch** – high and low sounds
- **Tempo** – the speed of the music, fast or slow or in-between
- **Dynamics** – how loud or quiet music is
- **Timbre** – all instruments including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
- **Texture** – layers of sound. Layers of sound working together make music very interesting to listen to.
- **Structure** – every piece of music has a structure e.g. introduction, verse, chorus ending

Teaching and Learning

The general structure of a unit of work follows these 6 main elements, but not always exclusively in this order:



Singing lies at the heart of many of our units of work, closely followed by the use of glockenspiels to provide children with an opportunity to learn to play a tuned instrument. This is complemented by the use of percussion instruments and recorders too. In addition, those children who have further developed music skills through additional instrument tuition are encouraged, where appropriate, to use their specialist instrument to contribute to lessons.

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- providing resources of different complexity depending on the ability of the child

Cross-curricular Links

Maths/English/Science/Humanities

Music may be used as a way of helping children remember facts and concepts across the wider curriculum as it is much easier to remember a song than it is to simply remember facts. This also adds an element of enjoyment to the lessons and contributes to 'Farmers Forever' moments for our pupils.

SMSC

We often use music as part of our celebrations of key events such as Remembrance Day. We also aim to develop children's cultural capital through exposure to a wide variety of musical genres and styles, not only through specific lessons but also through singing assemblies, music to walk into assemblies, music at special events and performances.

Wider Opportunities/Enrichment Opportunities in Music

- Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service (CMS) and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis.

These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, cello or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

- Whole School Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children to join. The choir meets during the Autumn term and, although its primary aim is to enable children to enjoy singing together, it also performs in public, for example at the Young voices concert. We also provide all children with several opportunities to perform chorally as a year group or a whole school to celebrate key events on the calendar such as Christmas, Remembrance Day and Easter.

Local Links

One of our whole school curriculum aims is to ensure that children engage with and learn about their local community and the importance of places and people around them both today and in the past. In music, we endeavour to participate in as many community music events as possible to allow the children the opportunities to perform to wider audiences and to share the talents of our Farmers with the whole community. Where possible, we also share local musicians/links to music with the children.

Impact of the Music Curriculum

Assessment and Recording

Assessment of children's learning and acquisition of knowledge in music is closely linked to the principles of our Assessment and Feedback policy and has strong formative teacher assessment in the classroom at its heart. Teachers constantly assess children's progress throughout lessons and intervene with appropriate feedback at the point of learning wherever possible to ensure the child can make progress within a sequence of lessons. There is no specific provision for recording children's work in music, but recordings of performances and, as children move into the upper year groups, recording of compositions through different musical notations may be kept as evidence of children's progress.

Monitoring and Review

The music subject leader creates an annual action plan for the development of the subject and provide a review of the subject to the headteacher annually. They review the curriculum through pupil interviews to determine knowledge acquisition and provision for this as well as conducting lesson drop-ins when necessary. They may also review any evidence of work completed where possible.

Date last reviewed: February 2017 by J. Andrews

Reviewed and updated: November 2019 by G. Webb

Next review: November 2021