

Music



Intent:

At Yenton Primary School, we aim to provide a Music curriculum that is inclusive of all pupils from Reception to Year 6. We wish to ensure that children have an enjoyable experience where they have the opportunity to learn and play a range of instruments, as well as building their confidence whilst performing in front of their peers and a wider audience. We intend to offer a high-quality, progressive music curriculum that inspires all pupils and, as research proves, leads to better brain development as well as increasing human connection and collaboration. Yenton believes that music is a form of expression that is celebrated throughout the world and our children are inspired to develop their talents as a musician, therefore increasing their self confidence, creativity and sense of achievement.

The National Curriculum for Music aims to ensure that 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 notation

Implementation:

Our Music curriculum is taught through a structured music programme Charanga as well as weekly singing assemblies, various concerts and performances, musical clubs and teaching from specialist music teachers in Year 4. The music programme has been designed to cover the National Curriculum requirements. The Charanga programme develops children's skills of performing, listening, reviewing and evaluating music across a range of historical periods, genres, styles and traditions. Children are taught to understand and explore how music is created, produced and communicated, with lessons on pitch, duration, dynamics, tempo, timbre, texture, structure, composition and appropriate musical notation. In the classroom, children learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

All Year 4 children learn a musical instrument. The three classes either learn to play a flute, a violin or a tenor horn and the lessons are taught by a specialist teacher from the Birmingham School Music Service. In doing so, they begin to understand the different principles of creating music, as well as how to read basic music notation. Children also learn how to improvise and compose music working collaboratively with others in groups. The children are given the opportunity to continue their instrumental lessons in smaller groupings in years 5 and 6. Performance opportunities are offered within school assemblies, talent shows and music specific concerts. Children also have the opportunity to become members of musical ensembles organised by the Birmingham Music Service, outside school.

Impact:

The impact of our Music curriculum is the shift from knowledge in the short term memory to the long term memory. By the end of each key stage, all pupils are expected to know, apply and understand the disciplinary/procedural knowledge they have gained from each area of our curriculum.

We will measure the impact of our physical activity curriculum through the following:

- Coaching - monitoring of teaching and learning
- Retrieval questions at the start of every lesson to assess prior learning (linking key vocabulary)
- Observations of the children throughout each unit ensuring procedural knowledge has been achieved and applied. This will include summative assessments of pupil discussions about their learning and assess the understanding of Music linked vocabulary before and after a unit is taught.
- Evidence scrutiny - photographs and recordings of the children's practical learning.
- RAG rating each unit of work