Music

at Whittaker Moss Primary School



Mrs Joanne Murphy

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## *‘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 pupils 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 Music (2014)*

## Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music gives our pupils the opportunity to REFLECT and links closely with their spiritual and asocial development. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. If any pupil wishes to learn to play a musical instrument, they must be able to show great RESPONSIBILITY for the care of that instrument and to their personal practice. In addition, to learn a musical instrument, or even how to read musical notation, also takes great RESILISENCE and our Music lessons at Whittaker Moss encourage this resilience. Music reflects the culture and society we are part of, and so the teaching and learning of music enables children to better understand the world they live in and develops CURIOSITY for different cultures and ideas. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of the music they make and experience.

The objectives of teaching Music in our school are to enable children to:

By the end of Key Stage One:

* 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 inter-related dimensions of music.

By the end of Key Stage Two:

* 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 and learning**

At Whittaker Moss, Music plays an important part in our wider curriculum. It is sometimes integrated into topics which are taught using units from the Cornerstones Curriculum 22, and sometimes taught discretely, to ensure the coverage and progression of skills and knowledge. Please see whole school map and individual year group overviews for details.

When teaching music discretely, classroom teachers use ‘Charanga Musical School’ Model Music Curriculum to support their lessons.

Through the Charanga Musical School Model Music Curriculum programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual’s personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

However, teachers at Whittaker Moss recognise the limitations of solely using Charanga for our music lessons and therefore we work hard to plan our own units of work, where appropriate, that extend the Charanga units, or replace them completely in some terms. For example, these units of work may focus on the study of a particular composer and their work, or on beginning to read and write musical notation.

We are also passionate about providing pupils with opportunities to experience and perform live music. The school choir, for example, participate in the annual Young Voices concert series and a variety of school music groups take part in Rochdale Music Service Festival of Performing Arts.

**Music curriculum planning**

Music is a foundation subject in the National Curriculum. We plan our Music curriculum alongside our Cornerstones Curriculum 22 topics and this ensures the aspects studied in Music build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

**The Foundation Stage**

We teach Music to all children in the school, including those in the Reception and Nursery classes. Music forms an integral part of learning in the Foundation Stage and this is reflected in the opportunities that children are given to experience Music and to develop their skills. In Foundation Stage classrooms, this looks like: Continuous access to musical instruments – inside and out; Singing daily – nursery rhymes and Interacting with software to create music. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Music aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## Contribution of Music to the teaching in other curriculum areas

Literacy

Music contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. We study different composers and styles of music and discuss these, which helps develop speaking and listening skills. We also encourage the children to write biographies of composers and record information and thoughts/opinions about pieces of music, in order to develop their writing ability.

Mathematics

The skills developed and practised in Music and Mathematics are very closely linked. Mathematical skills are used when children find the beat of a piece of music, when they write the correct number of counts in a bar of a composition and when they listen to and write notes in chords and melodies. Children are given the opportunity to look for and identify patterns in the music they listen to, perform and compose.

HRE/PSHE and Citizenship

Through our Music lessons, we promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. This is particularly important when pupils use and play musical instruments. We encourage pupils to look after equipment very carefully and treat it with respect so that others can also enjoy it. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. We encourage children to express their opinions and thoughts about music and to listen to and respect those of others. Through their collaborative and cooperative work across a range of activities and experiences in Music, the children develop respect for the abilities of other children and a better understanding of themselves. They develop their cultural awareness and understanding, including the contribution that people from other cultures have made to music worldwide.

Geography

When we study the music of different cultures, we also look at the musical styles which are typical to certain geographical regions. This enables children to make links between the skills they are developing in Geography and the music they are studying.

History

The development of musical styles is closely linked to historical periods. When we study a musical era, we make links to world events and developments that were occurring concurrently.

## Computing

Computing enhances Music, wherever appropriate, in all key stages. The children research, select and analyse information, using the Internet, when studying musical styles/periods and composers. Older children use simple composition software to create their own pieces. Younger children can take photographs of the class performing songs and simple compositions. They can then make a class storybook of it, by adding in speech bubbles and a narrative text.

## Music and inclusion

At Whittaker Moss, we teach Music to all children, whatever their ability and individual needs. Music forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our Music teaching, we provide learning opportunities that enable ALL pupils to make good progress. We enable all pupils to have access to the full range of activities involved in Music. Where children are to participate in activities outside the classroom (a performance at the Young Voices concert or Festival of Performing Arts, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity and adult supervision ratio is safe and appropriate for all pupils.

**Assessment**

Children demonstrate their ability in Music in a variety of different ways. Younger children might, for example, perform a familiar song/rhyme or compose a short rhythm, whilst older pupils might produce a more detailed composition which displays the musical skills they have developed. Teachers will constantly assess children's work in Music by making informal judgements as they are observed during lessons. Judgements are then inputted onto O Track – colour coding is used against each objective within the different units specific to the year group. This information is used to assess the progress of each child, for setting new goals, and for passing information on to parents and the next teacher at the end of the year.

The Music subject developer keeps samples and photos of children's work in a folder on the Teachers shared drive. There is also a Music subject board which displays examples of work and musical experiences that children have had, across school. Alongside the work on the shared drive and on display, each class has a ‘Curriculum Floor Book’ which contains photos from visits, practical lessons and special events.

## Resources

We have sufficient resources in our school to be able to teach all our Music teaching units. We keep resources for Music on trollies, in a central area, which are available for all year groups to access. There is a class set of glockenspiels which support the teaching of performance units of work on Charanga and we are looking to add another set in the academic year 2022/23 with the help of funding from School Council fundraising. We also have a wide range of tuned and untuned percussion instruments for children to play.

## Monitoring and review

The development and overview of the Music curriculum are the responsibility of the subject developer, who also:

* supports colleagues in their teaching, by keeping them informed about current developments in Music and the syllabus.
* gives the curriculum leader a summary in which s/he evaluates the strengths and weaknesses in Music and indicates areas for further improvement;
* collates evidence of children’s work
* monitors O Track for the subject

This policy will be reviewed yearly.

### Signed: J Murphy (reviewed December 2022)