



# Rushbury C of E School

Curiosity, Respect, Perseverance, Friendship

## What Music Looks Like In Our School

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### Curriculum Intent

#### **What a music lesson looks like in our school:**

- Music lessons are taught by the class teacher using the Get Set 4 Music scheme of work. This scheme enables all pupils to develop a secure deep learning and mastery of musical skills.

- Musical skills are developed in lessons through listening and appraising, creativity, exploration and performing.
- A lesson would include: listening and appraising, musical activities of warm up games, singing, playing an instrument, improvisation and composition, and performing.
- Children have opportunities to perform what they have been taught to the wider school community in school assemblies or concerts.

#### **This is our philosophy:**

- High quality modelling and scaffolding of the skill leading to high quality musical skills.
- Children learning through exploring different genres whilst acquiring new skills.
- Cross-curricular links wherever possible.
- Children to gain a love of music and extend their music cultural capital.
- Children may demonstrate an understanding of how to listen and appraise various different styles of music. Children will increasingly develop the vocabulary to describe the inner workings of music and know what questions to ask when listening to music.
- Children will reflect, with increasing maturity and accuracy, upon how the understanding of music helps us to understand the greater world around us and how the subtle sounds of life can be enjoyed and interpreted.
- Children may understand and recognise different techniques used in different genres of music and some may be able to discuss the musical techniques utilised by different composers over time.
- Through the understanding of music, pupils may develop a greater understanding and appreciation of British values and culture helping them to develop a greater appreciation of the world around them. This is the knowledge and understanding gained at each stage:

#### **By the end of EYFS pupils will:**

- 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.

#### **By the end of Key Stage 1 pupils will:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un-tuned 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.

#### **By the end of Key Stage 2 pupils will:**

- 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.

## Curriculum Implementation

### **This is how it works:**

- Each year group has explicit skills and knowledge to develop as stated in the Get Set 4 Music scheme. The children will develop and progress their musical skills as they move through the school.
- In the Foundation Stage children use song throughout the day; it is a focus of carpet sessions throughout Reception.
- By the time the children leave Year 6, they will have covered a range of musical genres and styles.
- Lessons are taught once a week in each class. Links with other areas of the curriculum are embraced to provide a more meaningful learning experience
- All children in KS2 are welcome to sing in a choir for enjoyment.
- There is a raised profile of music through the use of performances.
- There are regular opportunities for parental involvement to showcase music being taught
- The weekly music assembly enables all pupils to develop their aural and performing skills.

### **This is what adults do:**

- Learning walks to see evidence of music being taught
- Whole school PD
- Support, encourage, foster and nurture a love of music
- All members of the class team join in with pupils when learning new instruments as a whole class
- Information gathering - pupil perceptions, staff audit
- Research innovative practice/new techniques
- Network with other music professionals in the county.

### **This is how we support:**

- Use of pupil premium funding to provide opportunities for instrumental tuition.
- Adapt instruments to overcome any physical barriers (special mouthpieces etc.)
- Pre-teaching and opportunity to familiarise pupils with instruments prior to lessons to anticipate any obstacles.
- Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic
- Extra time with learning the vocabulary for EAL and SEN pupils in order for them to join in with discussion.

### **This is how we challenge:**

- Further solo and performance opportunities.

## Curriculum Impact

### **This is what you might typically see:**

- Happy and engaged learners.
- Paired/group work.
- A range of different activities including practical and use of technology.
- Engagement and perseverance.
- Self-motivated children.
- Children talking about, sharing and reflecting on their learning.

### **This is how we know how well our pupils are doing:**

- Teacher assessment

- Pupils who pass Music Grades through Trinity or the ABRSM
- Feedback given on performances.
- Targeted use of TAs - TAs to support individual children where available.
- Monitoring of children's progress.

**This is the impact of the teaching:**

- Confident children who can talk about different styles of music.
- Children who are enjoying their learning in music.
- More children taking up instrumental tuition.
- Pupils who can recall key facts about significant musicians/composers.
- Children who are able to use and explain the meaning of scientific vocabulary.
- Children who can confidently explain what they have learnt and performed.
- Children who are prepared to take a risk.

Updated – October 2023