

Vision: Inspiring learning for Life

We aim to enable our pupils to flourish through our provision.

Curriculum Intent:

- To develop articulate, resilient and empowered citizens who make a difference to others
- To provide a coherent and ambitious curriculum that leads to a greater depth of understanding for all
- To inspire pupils with purposeful and interconnected learning experiences

Music

Aims and purpose

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.

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and Learning

At Preston Candover CE Primary school, our aim is for all children to have fun and become happy, competent, and confident music makers and performers. Music is considered a subject in its own right but is also used to support other areas of the curriculum e.g. through phonics lesson, to learn times tables, Geography, history lessons, etc. Music lessons are held in the music room each week, as part of the National Curriculum. All children are introduced to a wide variety of music genres and composers from a range of historical periods. All children are given the opportunity to use a variety of instruments throughout their Music lessons and are always encouraged to perform their Music to numerous audiences over the school year. All staff ensure that they model aspects of Music and Musical vocabulary, to ensure every child understands and if they require further explanation, support is given by showing them another way or providing pupils with 1:1 or group support.

In Foundation Stage, music lessons will include singing, rhythm games and use of instruments, both in structured activities and through active learning. Music is considered a subject in its own right but is also used to support other areas of the curriculum e.g. singing nursery rhymes to develop literacy skills. The children also take part in an annual nativity, which is performed to parents.

In KS1, the children continue to develop their singing, rhythm skills and use of classroom percussion instruments in music games and through creative music-making. The KS1 nativity is also a musical highlight of

the year. All KS1 children have a weekly music lesson. This introduces them to develop initial skills in singing and playing instruments.

In KS2, the children continue to have a weekly music lesson. The children enjoy learning about different famous composers throughout history and listen to and compare the music. Year 3-6 are very fortunate to have HIAS Music service come into school for an hour each week and teach them how to play a musical instrument. This gives all children the opportunity to learn and play three instruments over the year. They are all currently learning how to play the clarinet. The children get the opportunity to perform to an audience at the end of each term. KS2 children learn and perform a variety of carols for the Christmas Carol Service and children have the opportunity to showcase their talents playing instruments, which is also performed to parents and the rest of the school. In year 6, the children perform a musical leaver's play. In the past, these have included Robin Hood and the Sherwood hoodies and Shakespeare Rocks, which the children enjoyed learning immensely. Each week, all the children attend whole school and class worships. In each worship, we listen to different styles of classical music and sing a hymn or song together as a whole school community. Children learn and sing songs that are linked to our school values or songs that are relevant to the time of year. There is a school singing and song writing club, which children can attend each week, for children from Year 2 to Year 6. Children in this club have performed at numerous events such as: school worships, annual Christmas Fayre, etc

Planning

Our Music is in line with the National curriculum and is an integrated, practical, exploratory, and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. Each music unit comprises the strands of musical learning which correspond with the national curriculum for music:

- Listen and Appraise
- Singing
- Playing musical instruments
- Improvisation
- Composition
- Performance

Our Music curriculum enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Each strand of musical learning is from Reception to Upper Key Stage 2, so each child can embed a deeper learning, knowledge, understanding and skills. Over time our children will develop new musical skills and concepts, and re-visit established musical skills and concepts. All musical learning is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation. These dimensions are at the centre of all the learning.

Teachers use a long-term plan of progressional skills and vocabulary. From this, class teachers create a medium-term plan, which is saved in teacher's resources and printed. Each music lesson is annotated and evaluated and put into their planning folder. Class teachers and LSA's match physical resources to support the pupils further with these lessons, which include: musical instruments, vocabulary cards, music videos, Classical CD's, Out of the Ark CDs, etc. We aim for Music to be contextualized and purposeful for all pupils and where possible, musical content is, linked to class termly topics and key events that happen throughout the year. For example: Word Music Day, Art week, Fairtrade Fortnight, Global Awareness and Christian festivals. As a school, we have performed at Anvil Arts and The Royal Albert Hall and The Grange