

Subject on a page

Music

We aim to develop pupils who...

At Grace Mary, we provide a safe and nurturing space for children to develop the confidence to explore, create and experiment with music, with access and provision to high quality musical instruction for all children.

INTENT



Enjoy and have an appreciation for music.



Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.



Can sing and use their voices to create different effects.



Create and compose music, both on their own and with others.

Take part in performances with an awareness of audience.



Use a range of musical language.



Make judgements and express personal preferences about the quality and style of music.

IMPLEMENTATION -How do we achieve our aims?

Music is a universal language that embodies one of the highest forms of creativity. 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 value of music as an academic subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun. High quality music education enables lifelong participation in, and enjoyment of, music, as well as underpinning excellence and professionalism for those who choose not to pursue a career in music.

Progression model

To ensure that pupils develop a secure knowledge that they can build on, our music curriculum is planned and organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. expose children to a range of musicians and musical styles from a range of historical periods (including modern day) and musicians from around the world. Pupils are encouraged to create links between musicians who they have studied previously to contribute towards cultural and contextual understanding.

Units of work

Each year group will participate in 6 music topics per year. Documented on a long-term curriculum map. Include specific instrument instruction for the drums and ukulele. Each year group is provided with overviews that outline the music skills and techniques that are going to be covered within each unit of work. Each overview links to the progression of skills document to ensure that children are building upon previously learnt skills as they progress through the school.

Instrument instruction

Year 3	Ukulele
Year 4	Drum Kit
Year 5	Ukulele
Year 6	Drum Kit

Performances

Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

Concepts

We identify key concepts within our music curriculum that we feel are important for children to have a secure understanding of. These are clearly outlined on long term planning and children visit these regularly throughout their time at Grace Mary. The music leader uses formative assessment strategies to focus on, and altar the curriculum design to support the delivery of subsequent music lessons and to target common areas for development for pupils to refine their practice further.

1. Pulse
2. Rhythm

3. Melody
4. Active listening

5. Composing and improvising
6. Performing
7. Singing

EYFS/KS1/KS2

In EYFS, guidance from 'Development matters' is used to map a curriculum that introduces pupils to the early stages of the inter-related dimensions of music; pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

In KS1, pupils develop their skills further through increasing their exposure to and knowledge of the inter-related dimensions of music. Pupils will develop more confidence and begin to play instruments with increasing control. At this stage pupils use stick notation more confidently and then apply this to standard musical notations.

In KS2, pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will focus on whole class instrument tuition to improve their skills on two instruments.

Assessment

Formative

- Children's knowledge, understanding and skills in music are assessed by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments.
- Regular recapping and testing of previous content is evident in all lessons. This testing of pupils is a learning activity in and of itself. Testing supports pupils in retaining knowledge in long-term memory
- Feedback is given to children by their teacher or peers which is linked to outcomes identified in the curriculum planning.
- Children are also encouraged to be critical of their own work, highlighting their own next steps.

Summative

- End of year assessments are carried out 1:1 to assess the three pillars of music progression. These assessments are used to identify which children are working at the expected standard and also allow the music leader to make curriculum adjustments.
- Regular opportunities for pupil voice are built in so that the music leader can judge the effectiveness of the curriculum.

IMPACT

-How will we know we have achieved our aims?



Children enjoy and have an appreciation for a range of music.



Children show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.



Children will be confident using their voice in different ways to perform an array of songs.



Children will be confident performers, composers, listeners and will be able to express themselves musically at and beyond school.



Children understand the ways in which music can be written down to support performing and composing activities.



Children demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preference.