

Music Curriculum Statement

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.”

Plato

[National Curriculum - Music key stages 1 / 2 - Gov.uk](#)

Intent

At Thomas Gray Primary School, we aim to engage, motivate and inspire pupils to develop a love of music and to make it an enjoyable learning experience.

Music is a unique way of communicating which can inspire and motivate pupils. It is a vehicle for personal expression, and it can play an important part in children’s personal and cognitive development.

Our music curriculum aims to reflect the culture and society that we live in, so that the teaching and learning of music enables children to better understand the world they live in.

Music also plays an important part in helping children to feel part of a community. We provide opportunities for all children to participate in a variety of musical experiences – to create, play, perform and enjoy music in a variety of settings throughout the school year. This aims to build up their confidence, resilience and self-esteem.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children’s ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen to and appreciate a wide variety of musical forms and to begin to make judgements about the quality of music. As the children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. It is important that they are given the opportunity to experience and study a range of historical periods, genres, styles and traditions and cultures.

We teach children to make music together, to understand various ways of writing music and to compose pieces.

Implementation

Music teaching at Thomas Gray Primary School is based on the Charanga Scheme of work, which ensures consistency and progression throughout the school.

We recognise that musical teaching and learning is not neat and linear.

Therefore, in line with the National Curriculum for music and guidance from Ofsted, the Charanga scheme moves away from the previous levels and learning objectives to 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. The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The scheme also provides support and CPD for less confident teachers to deliver lessons.

Activities are differentiated using the Charanga Bronze, Silver and Gold challenges.

How the Scheme is structured

All activities are based around a song.

- Games embed the Interrelated Dimensions of Music through repetition
- Singing is at the heart of all the musical learning.
- Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.
- Improvising with the song using voices and instruments occurs in some Units of Work.
- Composing with the song using instruments occurs in some Units of Work.
- Perform Share what has taken place during the lesson and work towards performing to an audience.

Performance is at the heart of musical teaching and learning at Thomas Gray Primary and all pupils participate in a Key Stage performance. Children also take part in singing assemblies and pupils in KS2 perform a carol concert at St Leonard's Church. We have strong links with our local secondary school and children perform several times throughout the year with them. Pupils who would like to are encouraged to perform in solo performances.

Parents are warmly welcomed to watch all these performances.

Furthermore, pupils from EYFS to year 6 experience opportunities to see live performances which often include live theatre and musical concerts performed by professional musicians.

Musical Progression

Progression in the Charanga Scheme ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group.

The musical progression through KS1 and KS2 is demonstrated in the diagrams:

Musical Progression KS1 and Musical Progression KS2

Instrumental work is differentiated, allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important; children are learning music through these activities.

Assessment and Recording

Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher. Formative assessment is also used to guide the progress of individual pupils in Music. It is mostly carried out informally by teachers during their teaching.

Suitable tasks for assessment include:

- Small group discussions in the context of a practical task.
- Specific tasks for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Peer and Self-assessment.
- Records of progress in music are recorded through video and photographs (parental consent for photographs is given) these are stored on the school server, showing evidence and progress of the children's learning.

The Lancashire assessment documents are also used to help teachers identify progress and curriculum coverage.

Assessments are recorded termly in the school's tracking system.

In addition, we measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Staff meetings with opportunities for dialogue between teachers.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence and images of the pupil's practical learning.
- A reflection on standards achieved against the planned outcomes.

Impact

Music is monitored by the subject leader throughout all year groups using a variety of strategies such as, work scrutiny, staff discussions and pupil interviews.

Feedback is given to teachers and leaders use the information to see if the children know more and remember more.

Useful Websites

Charanga Yuma

BBC Ten pieces Classical FM online.

-BBC Bitesize music

KS1 <https://www.bbc.co.uk/bitesize/subjects/z7tnvcw>

KS2 <https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>

EYFS <https://www.bbc.co.uk/teach/bring-the-noise/eyfs-early-years-music/zhm7wtv/>

PBS Kids Music Games <https://pbskids.org/games/music/>

Classics for kids <https://www.classicsforkids.com/>

BBC Ten Pieces At Home

<https://www.bbc.co.uk/teach/ten-pieces/get-creative-with-classical-music-at-home/z6tqqp3>

Chrome Music Lab <https://musiclab.chromeexperiments.com/Experiments>

