



Trevisker Primary School Curriculum Overview for Music

Subject Lead: Hannah Stephens

Rationale

"Music is a universal language that embodies one of the highest forms of creativity" (NC)

The intent of our music curriculum is to provide all children at our school with a broad foundation in the musical elements, equipping our pupils to explore their own musicianship, appreciate music which is played and performed by others, and collaborate in creating their own music. A strong foundation in musical skills and knowledge will allow children musical expression to flourish, enabling them to enjoy a full experience of all that music has to offer. In addition to this, we aim to provide children with experiences beyond the classroom, such as instrumental lessons and performance opportunities in the local community.

The curriculum is engaging and inspiring, allowing pupils to develop a love of music through listening and responding to a wide range of music (genres, historical periods, traditions etc). Throughout the curriculum they will learn to sing and compose music with an understanding of how music is created, produced and communicated - with performance at the heart of this. Our belief is that music at Trevisker should encourage increased self-confidence, creativity, and a sense of achievement. During their time at Trevisker, we want all our children to be able to enjoy and benefit from all these aspects of music, as part of a wider curriculum that celebrates creativity in all its forms. We recognise the therapeutic and mental and emotional health benefits of music, and as such the importance of musical opportunities in supporting children's well-being and capacity to engage with every aspect of their school life.

Planning

The Charanga Music scheme – both the original and Model curriculum are used to underpin the planning and delivery of Music at Trevisker. In line with the National Curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. The spiral scheme offers the opportunity to both develop new musical

skills and concepts, and re-visit established musical skills and known concepts. The resource offers a structured scheme (6 sequences of lesson per year group EYFS -Y6) or a 'free style' program that can be adapted to fit into topic work.

All children will experience playing percussive and tuned instruments from EYFS through to Year 6 and there is planned progression within these lessons to ensure they are continually challenged as they move through the school. Sing Up is also used to provide planning for our engaging singing curriculum.

Delivery

Lessons are structured following a thorough pedagogy supported by the Charanga curriculum. Cross curricular and topic themed links are made wherever possible. Learning intentions and success criteria are made explicit throughout the lessons and the children are encouraged to self-reflect on their learning journeys.

All new and key musical vocabulary is taught and modelled by teachers.

Lessons are structured so that pupils are given the chance to listen and respond to a piece of music. Structured questions explore not only the components of a song, but also the emotions and feelings the children have. They will learn and/or build on knowledge and understanding about the interrelated dimensions of music through games, vocal warm-ups before singing, innovating, composing or with a chance to play instruments with the song. The use of ICT is encouraged in lessons – from videos of pieces, audio recordings and apps which explore composition.

Assessment

Continuous assessment opportunities throughout the lessons ensure that both the teacher and pupils are engaged in progression of learning. We use formative and summative assessment within music. Within each lesson, children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as give critical feedback to peers. Teachers make formative judgements and give oral or written feedback as necessary to inform future progress. Notable outcomes are reflected on and discussed with the children, and this helps to build a focus for future learning. Children are encouraged to reflect on the different elements of their lesson – from composition, innovation and performance – and think about their progress. A musical passport is passed on from one year to the next where the children can talk about what they have learnt. Evidence of this can be seen in photos capturing key elements, film and audio recordings of performances, snapshots of notation development and written evidence in floor books.

Monitoring and Evaluation

Subject leadership time is provided for co-ordinators to monitor planning, attend training, meet with colleagues and offer support.

The school leadership team supports in this, and any outcomes inform the action plan and school improvement plan and any future priorities.

Linked governor visits include monitoring time which may include learning walks, book looks and pupil conferencing.

Connectivity – how it links to other subjects

At Trevisker we have a topic based, cross-curricular approach to learning. Whilst each subject is recognised, links are made. - For example - learning of times tables and number facts, songs for learning the continents and oceans, for language development in French, Historical and classical pieces linked to an era - Vikings, Tudors, dance, and movement in PE, calming music during quieter writing tasks, as part of the G7 celebrations.

Music also plays a role in assemblies. We have an active listening piece weekly and singing is celebrated in every assembly.

We use music in celebrations held in school - for example - Harvest, Christmas plays and carol concerts, E safety assemblies and Topic days.

Visits, visitors and extra-curricular activities

Instrument lessons are delivered by outside practitioners and pupils have access to guitar and keyboard lessons. These are delivered by Cornwall Music Education Hub teachers. Trevisker has also been using the 'First Access' scheme. Again, the teaching is led by an outside specialist and is available to whole classes.

Our school is part of the Cornish Singing Schools award scheme and has had visits from vocal development leads to support vocal health and singing. We also hold a Platinum level Sing Up award.

Our inclusive choir has experienced performing in a variety of community events from the Hall for Cornwall, Truro cathedral and at a number of Songfest mass choir events.

EYFS

Music interweaves through all areas of learning and development in EYFS and it is an integral part of the learning covered throughout a child's journey. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music is seen as a core component of children's learning. Aspects of musical learning and development that are covered in EYFS do

not always look and sound like a typical music lesson but includes hearing and listening, vocalising, and singing, moving and dancing, exploring and playing.

Use of ICT

ICT plays a key role in Music – children have experience listening to and watching a wide range of quality recordings that demonstrate musicianship. Children also experience composition through Apps such as 2play and Garage Band. Recordings of their pieces are made to show progression – from beginning of a unit to a final performance. This allows the children to reflect on their learning and next steps.

Staff Professional Development (CPD)

CPD in music is ongoing and is supported by the Music Lead and Hub staff. Charanga and Sing Up both offer regular and up to date training for both teaching and support staff in key areas such as composition or notation.

The ASONE Hub provides local, up to date CPD throughout the year.

Budget

The Music budget is managed by the SLT along with the subject lead and the Local Advisory Board. Spending is focused on enabling successful delivery of the subject and fulfilling the subject action plan.

Governance

At Trevisker, each LAB member is linked to a curricular area and meets with the subject lead to review action plans and agree focus points for discussion and for learning walks. The subject lead will compile a presentation to update the link LAB member/governor on how Music is developing across the school.