

Music

Intent, Implementation and Impact

Intent

At Loseley Fields Primary our main aim is that children leave school with a wide range of rich and happy memories in music, formed through interesting and exciting experiences. These intend to reflect the world around them but at the same time give them access to musical styles throughout history. We are all musicians and want to use music to celebrate equality and diversity across the primary setting.

Our music curriculum will engage and inspire pupils of all abilities to develop a love of music and their talents as musicians, which will increase their self-confidence, creativity and sense of achievement.

Children will meet the National Curriculum expectations in music through well planned lessons using guidance from Model Music Curriculum and Charanga to support teaching and learning.

At Loseley Fields Primary, children will gain a firm understanding of music through listening and appraising, singing, playing, evaluating, analysing and composing.

We will ensure every child has the opportunity to learn to play a variety of musical instruments during their time at Loseley Fields. By the end of Key Stage 2 pupils learn to read music and play tuned instruments as part of an ensemble in class and have the opportunities to perform to the whole school and wider community.

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.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. Music teaching at Loseley Fields delivers the curriculum through use of the Charanga schemes of work. Teachers follow the suggested schemes although adaptations are made to ensure all elements of the Model Music Curriculum are taught in an engaging and inspiring way.

Within the EYFS setting, music is an integral part of children's learning. Rhyme, rhythm and chanting are explored through phonics, literacy and mathematics. Children learn a range of songs and rhymes and develop skills to perform together.

Across the primary setting, dimensions of music and musical vocabulary is taught in a progressive way so that children are able to use some of the language of music to dissect it and understand how it is made, played and appreciated.

In the classroom all children in Key Stage 1 and 2 learn tuned instruments. In Years 1 and 2 the children focus on the recorder, in Years 3 and 4 children learn to play the glockenspiel and then in Year 5 and 6 children move onto playing the ukulele. In doing so they understand how different instruments create music, develop the skills of reading music and also learn how to work together for performances thinking about the different dimensions of music as they do so.

Pupils also learn how to compose, focussing on different dimensions of music, using body percussion, vocal sounds, percussion instruments and tuned instruments.

At Loseley Fields Primary, the children have a weekly singing assembly for each key stage teaching children popular songs from the world around them for them to sing together as a community.

All children participate in performing to the wider school through class assemblies, Nativity plays, Rock Steady concerts and the annual Year 6 production. These are all invaluable for developing children's self-esteem, confidence and a sense of achievement.

Opportunities for children to experience music learning outside of the classroom is planned across the school. Music clubs such as Choir, Glee Club (gifted and talented choir) and Rock Steady encourage children to work together to learn new skills and perform to others. Children also have the opportunity to attend performances in the wider community, such as carol singing for day care centres and participating in a 6000 strong choir during the Young Voices Concerts at the O2. Other opportunities might be watching musicians perform, professional musicians visiting the school to work with pupils, performances from staff who are musicians and the whole school taking part in World Music Day.

Impact

Our music curriculum is planned to demonstrate progression and build on and embed skills. Our curriculum allows children to discover areas of strength as well as areas which they might like to improve upon. A rich music curriculum will help to develop a confident individual who shows self-reflection and is able to interact with and show an awareness of others. Music teaching and learning will also develop an understanding of culture and history, both in relation to the pupils individually as well as ethnicities from across the world.

Children are able to enjoy music in many ways as they listen, create and compose using different methods and for different purposes. Those children with a particular interest or aptitude in music will be given opportunities to extend their education in a variety of ways.

Our music curriculum will hopefully help children to develop a love for music and give them an understanding of how to develop skills less known to them should they ever wish to develop it further after primary school.

We measure the impact of our music curriculum through the following methods:

- Pupil discussions and interviews (pupil voice)
- Staff audits and interviews which lead into music CPD
- Photo and video evidence of the pupils' learning
- Learning walks and dedicated music leader time
- Attendance and interest in music clubs and extra-curricular activities

Long Term Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Instrument focus
YEAR 1	<p>Hey you!</p> <p>Boomwhackers</p> <p>Using music to link to narrative – focus traditional tales e.g Cbeebies Melody series.</p>	<p>Rhythm In The Way We Walk and Banana Rap</p> <p>Christmas Nativity</p> <p>Carol singing</p>	<p>In The Groove</p> <p>Percussion World</p> <p>Dimensions of music</p> <p>Stanley’s Stick – stories as inspiration for music</p>	<p>Round and Round</p> <p>Percussion World</p> <p>Graphic notation</p> <p>African music linked to topic learning on African habitats and traditional art</p>	<p>Your imagination</p> <p>Composing using graphic notation</p> <p>Recorder book 1</p> <p>Medieval music and dancing</p>	<p>Reflect Rewind Replay</p> <p>Recorder book 1</p> <p>What a wonderful world</p>	<p>Boomwhackers</p> <p>Recorder</p>
YEAR 2	<p>Introduction to Graphic Notation</p> <p>Body Percussion</p>	<p>Graphic Notation</p> <p>Delight in Dance</p> <p>Christmas Nativity</p>	<p>I Wanna Play In The Band</p> <p>Graphic Notation</p> <p>Recorder Book 2</p>	<p>Zootime</p> <p>Dimensions of music</p> <p>Recorder Book 2</p>	<p>Friendship Song</p> <p>Recording and Composing using graphic notation using ICT</p>	<p>Reflect Rewind Replay</p> <p>Introduction to Dot notation</p>	<p>Recorder</p>
YEAR 3	<p>Introduction to dot notation</p> <p>Let Your Spirit Fly</p> <p>Greek Song</p>	<p>Rhythm dot notation</p> <p>Christmas Carols</p>	<p>Dimensions of music – pitch, octave and dynamics</p> <p>The Dragon Song</p> <p>Glockenspiel Stage 1</p>	<p>Renaissance Era</p> <p>Dot notation – rhythms</p> <p>Three Little Birds</p>	<p>Recording and Composing using dot notation</p> <p>Glockenspiels Stage 1</p>	<p>Indian music and dancing – J’ai Ho Kathak dance</p>	<p>Glockenspiel</p>
YEAR 4	<p>Dot notation</p> <p>Djembe drumming</p> <p>Mamma Mia!</p>	<p>Renaissance Era</p> <p>Dot notation- rhythms</p> <p>Christmas Carols</p>	<p>Reading music on a stave</p> <p>Stop!</p>	<p>Holst’s The planets</p> <p>Reading music on a stave</p> <p>Lean On Me</p>	<p>European Music</p> <p>Blackbird</p>	<p>Mediterranean Music</p> <p>Glockenspiels</p>	<p>Glockenspiel</p>
YEAR 5	<p>Baroque Era</p> <p>Livin’ On A Prayer</p> <p>Ukulele Stage 1</p>	<p>Classical Era</p> <p>Ukelele Stage 1</p> <p>Christmas Carols</p>	<p>Blues Music</p> <p>Make You Feel My Love</p> <p>Stave Notation</p>	<p>The Fresh Prince Of Bel Air</p> <p>Composing rhythms</p> <p>Performance skills</p>	<p>Dancing In The Street</p> <p>Composing and performing</p>	<p>Ukelele Stage 1</p> <p>Reading music on a stave</p>	<p>Ukulele</p>
YEAR 6	<p>Classical Era</p> <p>Happy</p> <p>Ukulele Stage 2</p>	<p>Romantic Era</p> <p>Music notation</p> <p>Classroom Jazz 2</p> <p>Christmas Carols</p>	<p>Modern Era</p> <p>A New Year Carol</p> <p>Ukulele Stage 2</p> <p>Songs from WW2</p>	<p>Composing Rhythms</p> <p>You’ve Got a Friend</p> <p>Caribbean music - samba</p>	<p>Music Appreciation</p> <p>Music of Mesoamerica</p> <p>Ukulele Stage 2</p>	<p>Year 6 Production</p> <p>Reflect Rewind Replay</p>	<p>Ukulele</p>

