

Salway Ash Primary School

Music Curriculum Statement



Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Salway Ash Primary School, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Salway Ash is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of our musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play different percussion instruments. They also learn about the instrument groups of woodwind, brass, strings, percussion and keyboards. In doing so, they understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Teaching of music throughout the school is support by the Charanga Musical School Scheme. It provides support, resources and planning for EYFS, KS1 and KS2. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the 2 previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising

2. Musical Activities

- a. Warm-up Games
- b. Optional Flexible Games
- c. Singing
- d. Playing instruments
- e. Improvisation
- f. Composition

3. Performing

Charanga Musical School Units of Work enable 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. There are guides for each strand of musical learning from EYFS to Upper Key Stage 2 in order to embed deeper learning, knowledge, understanding and skills. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

In partnership with the Dorset Music Service, Year 4 children take place in the Musicianship Project. It is an initiative which offers specialist music teaching over the course of 10 weeks for a particular instrument. After the course, children are offered continued tuition for two further terms at a subsidised rate.

The school also offers a range of peripatetic music lessons (1-1 or small group) in instruments such as piano, drums, flute, clarinet, guitar, ukulele and violin. Specialist peripatetic teachers provide the lessons. Children who take part in these lessons regularly perform during whole-school celebration assemblies to an audience of children, parents and staff. There is also a school band which is made up of children who take part in these music lessons and others who have a particular interest in performing or who learn outside of school. This is organised and led by a specialist peripatetic teacher. Our music co-ordinator and local vicar also run a school choir. The choir participate in the school carol service as well as singing in local community events. Year 5 and 6 children take part in an annual singing festival at Beaminster School. This is in collaboration with other local primary schools as well as Beaminster Secondary school. Salway Ash Primary School also proudly showcases the children's singing and musical skills during our annual 3 Harvest, Christmas and Easter services at our local church. The KS1 nativity and KS2 end of year performances are also opportunities for children to perform.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.