



MABLETHORPE PRIMARY ACADEMY

1. Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

2 Disciplinary and substantive skills

2.1 Substantive knowledge in music focuses on developing the knowledge required for children to develop as musicians. This is achieved through deliberate practice (such as regularly discussing the meanings of the interrelated dimensions of music) and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

2.2 Disciplinary knowledge in music is the interpretation of the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

3 Teaching and learning style

3.1 At Mablethorpe Primary Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching

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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 and to appreciate different forms of music. As 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. We teach them about the interrelated dimensions of music (musical elements). We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them different methods of musical notation and how to compose music.

3.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability in the room and setting different tasks to each ability group
- providing resources of different complexity depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children

4 Additional music teaching

4.1 Children in key stage two are offered the opportunity to join after school music clubs such as choir, djembe, composition or recorder (different opportunities in different terms)

4.2 'Daily Listening' takes place throughout the school, with all pupils in the school having the opportunity to listen to a short, well-known piece of classical music at least three times a week. The whole school listens to the same piece and it is repeated throughout that week. The children will also have the opportunity to learn facts about the piece and discuss their responses to it at least once during that week. Because the other music in the Charanga scheme is relatively modern, this extra listening helps our children to broaden their musical horizons and get to know some classical composers and their most famous works. Repeating the same pieces each year (with increasingly detailed information and more in depth discussion) helps to cement the music and knowledge in the children's minds.

5 Music curriculum planning

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5.1 Our school uses the national scheme of work for music as the basis for its curriculum planning. We are using the Charanga scheme of work. The topics and skills in the Charanga scheme build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

5.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music subject leader works this out in conjunction with teaching colleagues in each year group. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

5.3 The medium-term plans give details of each unit of work for each term. The music subject leader is responsible for keeping and reviewing these plans.

5.4 The class teacher either uses or adapts the daily lesson plans from Charanga, which list the specific learning for each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

6 Foundation Stage

6.1 The children in the Foundation stage (Nursery and Reception) are given creative opportunities linked to sounds, and exploration of percussion and tuned instruments through The Early Years Curriculum which underpins the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

7 The contribution of music to teaching in other curriculum areas

7.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through

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singing songs, with attention to diction, meaning, rhythm and rhyme. As well as children needing to read the lyrics to a song to sing it, we will also discuss new vocabulary as we meet it in song lyrics. Music is also sometimes used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

7.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

7.3 Computing

Computer technology is used in music where appropriate. Children in year six use computer programmes to compose music. They also use computers in music to enhance their research skills through the Internet. They listen to music on the Internet and they also record their own compositions electronically.

7.4 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

7.5 Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Mablethorpe Primary Academy have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

8 Teaching music to children with special needs

8.1 We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children (in their IPMs or EHCPs.)

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9 Assessment and recording

9.1 To allow us to measure the impact of our music curriculum, we have identified key skills and knowledge within each unit of work, which we assess against to help us see who may need extra support in future music learning. This also helps us to identify any children whose musical understanding is particularly strong so that they can be used as role models within lessons and invited to join the academy's musical clubs, where they may be able to take a leading role. At the end of each academic year, pupils all complete their own 'music passport' document, giving a useful overview of how the pupils view their own musical learning.

9.2 The music subject leader keeps recordings of each performance piece worked on by each class each term, in order to monitor progression throughout the school.

10 Resources

10.1 There are sufficient resources for all music teaching units in the school. The resources for music include a class set of Djembe and three sets of Glockenspiels. All music resources are stored in the music cupboard on the KS1 corridor.

11 Musical clubs

11.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage children from Y3 to Y6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert. We also take part in community events whenever possible. Other musical clubs run during different terms of the school year, including djembes, composition and recorders, in order to allow children to enjoy more time to develop their instrumental skills and to experience more freedom in their composition.

12 Learning beyond the classroom

12. Charanga lessons rely on the IWB and so mostly need to take place inside. However, children can move outside when using instruments to try out their own compositions. It is difficult to do this indoors due to noise levels so working outside allows them to hear their ideas properly and improve their own compositions. Children also can perform outside of the classroom environment, for example at local nursing homes and fayres or singing within the community. Every year group though out school will have the opportunity to incorporate singing into various productions within the school.

12 Careers

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12. Each time we learn about a new piece of music, we also learn about the career of the person who composed it. Between the main scheme and daily listening, we share details of composers from hundreds of years ago, through to 21st century musicians. The people we learn about come from all corners of the world. We find out a little about each one, including any struggles and difficulties that they overcame, building a detailed and varied knowledge base over the children's years in our school.

13 Monitoring and review

13.1 The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Music Policy in Practice - Charanga

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 supports all the requirements of the national curriculum.

In line with the 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.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead 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.

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How the Scheme is structured:

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising

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2. Musical Activities

1. Warm-up Games
2. Optional Flexible Games
3. Singing
4. Playing instruments
5. Improvisation
6. 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. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for teachers to plan their teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. 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. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Reviewed by: Alison Jarvis

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