



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Music at Rokeby Primary School

Subject Leader and Author: P Atkinson

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1. Subject statement

Intent

At Rokeby, we want our children to become creative, talented and knowledgeable musicians; musicians who can interpret music in a way that helps them enjoy and appreciate. We want our pupils to be able to converse in the 'universal language' of music so that the door to opportunities is open to them.

- A Rokeby musician can **sing** a range of songs from different genres, countries and cultures. A Rokeby musician can use their voice as an instrument.
- A Rokeby musician can **listen** to a wide range of music and sounds and hear similarities and differences in pitch, duration, dynamics, tempo, timbre, texture, structure and make poignant comments about the music and styles.
- A Rokeby musician can **compose and improvise** songs, tunes, melodies and organised sound using their voices, tuned and untuned percussion. A Rokeby composer can use both standard and non-standard forms of notation.
- A Rokeby musician can **perform** to a range of audiences to convey meaning and enjoyment. A Rokeby musician's confidence is ever increasing. A Rokeby performer can use both standard and non-standard forms of notation.

A Rokeby musician can **evaluate** theirs and others musical compositions and interpretations. A Rokeby musician can suggest strengths and areas of improvement and reflect on different musical pieces.

Implementation

Music is taught in blocks throughout the year. The music curriculum is taught as a stand alone topic, but where meaningful links can be made with the topic or text, the teachers will do so. Each phase (KS1, LKS2 and UKS2) repeats the theme from the previous year so that learning can built on, providing good foundations for musical knowledge and learning.

We put a large emphasis on **singing** and teaching children to use their voices as their primary instrument. We believe that an enjoyment of singing will lead to a more joyful experience of music and it is something that parents can easily support at home.

Listening to music from a wide range of times, backgrounds, religions, races and genres is important for children to develop their wider life skill of tolerance and also to help them decide on what music they enjoy. Music helps to shape an individual, so by allowing children to experience a wide range of music we are giving the children every opportunity to expand their experiences.

Composing music, **improvising** and making adaptations to current music takes place throughout our curriculum. Children also have the opportunity to **perform** at least half termly to audiences of varying sizes from within the class to assemblies and inviting parents in. After performances and within rehearsals, children are encouraged to **evaluate** their music to make adaptations for their audiences.

Our curriculum is enhanced by Our local music service who provide instrument teaching to whole classes in key stage 2. The instruments are both tuned and untuned; djembe and xylophone.

In the Early years, music should have the opportunity to be a part of the continuous provision where there are meaningful links and these links enhanced and promoted through interaction and questioning from staff.

Children will engage with musical activities and start to show an interest in how sounds are made.

Our provision for music is clearly mapped out for each group so that progress and development of skills and knowledge, is key. We promote our children's language and vocabulary by frequent use of their Foundation Subject Dictionary.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Children who show a particular 'talent' for music will be encouraged to take up instrumental lessons.

Impact

A great deal has been accomplished in the past year in music – the following is a list of the main achievements against last year's action plan:

- Teachers now work from a scheme in order to provide accessible and consistent teaching throughout the school.
- The scheme has been adapted to suit and support the Rokeby curriculum, forming interdisciplinary links.
- The curriculum shows a clear progression in acquiring, practising and mastering skills in music.
- Teachers have demonstrated their understanding of children's ability through their assessment sheets.
- Teachers have responded to a skills audit, the results of which have informed future CPD.
- Teachers have greater confidence in delivering music lessons.
- The Let's Listen programme has been developed and rolled out to ensure that music remains a priority in the half-terms when music is not taught separately.
- Resources have been audited and areas for replenishment have been identified.
- Children have greater opportunities to perform in front of an audience, through Young Voices, the KS1/KS2 Christmas concerts, the Spring Disney Concert and the Year 6 Leavers' Play.
- Singing is promoted as a priority within the school.
- The school is working with the County Music Service to widen the range of opportunities for children to play different instruments.
- Music has been led well by the co-ordinator and transition meetings have taken place with the new incumbent to ensure continuity.

2. Assessment

Assessment for learning:

- Teachers will look at previous units of work completed by themselves or last years teacher to understand children's prior learning and attainment. Teachers must also take into account children who have individual lesson tuition.

Assessment of Learning:

- Children receive verbal feedback throughout lessons so they can improve immediately or make changes to compositions.
- Teachers annotate their planning, at the end of each lesson and assesses which children were WTS, EXS and GDS for each lesson. This is copied for the subject leader to analyse, each half-term.

3. Planning and Resources

We use a collaboration of the National Curriculum 2014 and Music Express to plan our curriculum in music. Learning objectives are set by the subject leader using the lessons which fit the objectives to be taught on Music Express. Music express provides a lesson structure and content which can be adapted by the class teacher dependent on their skills in the subject area. Music express is used so that non music specialists have confidence in teaching music effectively, it also allows for those with musical talent to use this with their class.

Where possible, music has been planned with class texts in mind but it is, on many occasions, a stand alone subject.

We have music room which has a wide variety of tuned and untuned percussion for use in music lessons. There is also a class set of djembes, boomwhackers and xylophones/glockenspiels for Upbeat teaching each half term. The music rooms also host the steel pan set that is used for music tuition each week for groups of children. In the music room there is a large range of material to support in teaching music such as our 'Sing Up' subscription, books and CDs.

4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

- Some direct teaching of skills particularly singing and listening.
- Continuous provision set up for children to access during independent learning time and adult directed activities where musical resources and activities can be accessed.
- Child initiated play, such as a personal interest that a child chooses to incorporate into their play
- Incidental learning, such as a child wants to talk about music or sing songs independently.
- Classroom routines involve musical themes – washing hands, saying good morning etc.

5. Teaching and Learning- Key Stage One and Key Stage Two

Music is taught in half termly blocks and alternates with art.

Music is taught as a stand-alone lesson and is taught for at least 30 minutes per week. During this time, teachers make it clear to children that it is a music lesson and for this time they will become 'musicians'. In addition to music lessons each week, teachers use the 'Let's listen' approach to keep music skills part of each half term, even when it is not being directly taught. Let's listen allows the class between 5 and 15 minutes 3 times a half term to listen with a purpose or question in mind. Through 'Let's listen' children become exposed to music from different cultures, genres and traditions.

6. Gifted and Talented Pupils

Pupils may be talented musicians and at Rokeby we believe it is important for this talent to be developed where possible. Teachers make assessments at the end of every lesson and this informs future planning and may identify a child who is particularly talented. Children may also receive additional tuition of an instrument outside or inside school. These children will need to be further developed so that they continue to make progress in their area of talent. We ensure that they can thrive by giving close attention to the needs of individual pupils through differentiation and careful monitoring of progress. We develop talented children by giving them a greater challenge in whole class music lessons or by encouraging and/or providing instrument tuition.

7. Spiritual, Moral, Social and Cultural Development

Spiritual education encourages deep thinking and questioning the way in which music has the power to influence and change behaviours, opinions and actions. Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses and to develop their spiritual awareness of music – whether it be through the enjoyment of listening to and making music alone or with others.

Children:

- Develop a sense of enjoyment of and reflect on a variety of music.
- Understand how music can raise emotions and explore the range of feelings it can invoke.
- Use imagination in group work, composing and listening
- Explore collective thinking and other opinions in group music making and listening.
- Develop confidence and individuality through.
- Seek to understand how music reflects explore their own the beliefs of others, and can promote self-identity,
- Reflect on their work through self-evaluation

Moral education gives opportunities for pupils to engage in critical discussion of musical performances from other students and we encourage pupils to reflect on any specific or cultural references. Where children present their own work we ensure that assessment and evaluation is fair.

Children:

- Develop respect for others
- Explore role models in music – discuss the influence (both good and bad) famous people can have.
- Understand that some music can be inappropriate in different circumstances – eg football chants
- Express their own responses and opinions of the work of others with a justification for their view.

Social development is delivered through pupils routinely collaborating in group tasks, as well as being given the opportunity to take responsibility for their own learning outcomes and progress. Skills to enhance their independence, time management and resilience are encouraged. A sense of unity is built through group tasks; these encourage pupils to address their individual abilities and strengths and then work to collaboratively to build on these. When required to express their feelings, pupils are encouraged to do so sensitively. Pupils also work on music themes to develop their understanding of fundamental British Values.

Children:

- are given opportunities to work independently and collaboratively to develop musical projects.
- Participate in community events and visits.
- Celebrate successes both in and out of school.
- Develop a sense of pride in performing as part of the school community, independently or as part of a group.
- Work collaboratively on musical projects.

Cultural education encourages children to understand that music is a universal way in which to communicate feelings, emotions and express responses, with a myriad of cultural inputs through the ages. This involves pupils developing an appreciation of music drawn from a wide variety of genres, forms and purposes. Pupils have opportunities to explore aspects of their own culture and begin to recognise, and appreciate, differences in music, from different times and places. They can also begin to make connections between different cultures.

Children:

- Develop respect of musical diversity.
- Respect and develop an understanding of the musical heritage of different cultures, beliefs and religions.
- Learn to play music from other cultures, beliefs and religions and develop knowledge and understanding of different meanings and patterns.
- Study and gain understanding of British Musical Heritage.

8. The Role of the Subject Leader

The main role of the music subject leader is to promote and enhance a love and interest in music and its related subjects.

The subject leader will:

- Promote music through high-quality displays around the school.
- Encourage high quality performances from the children
- Promote music by engaging with Warwickshire County music service
- Invite local musicians in to school so children can listen to a wide range of live music
- Arrange trips and visits to theatres and music halls so that children can experience live music
- Ensure that staff have CPD sessions that enhance and support their subject knowledge.
- Work closely with local secondary schools and schools in the trust to ensure expertise in music is shared.
- Carry out learning walks and lesson observations and work with teaching staff to identify strengths and weaknesses.
- Carry out monitoring by speaking with children about their experiences of Music at Rokeby
- Monitor progress through teacher's annotated planning.
- Organise, audit and purchase music resources so it can be well taught.
- Attend network meetings with music leaders from other schools, within the Stowe Valley Multi Academy Trust.

9. Parents/ Carers

We aim to involve our parents and carers in many different parts of school life. We involve our parents and carers in geography by:

- Each half-term, parents are invited into school, to take part in a shared learning event with their child. This will twice a year, include a 'performance'

- Parents are invited in to watch the end of half term 'upbeat performance' and other performances at Christmas and in the Summer.
- An annual report is sent home, indicating current attainment and progress in music and if their child is showing a particular talent.
- Parents evenings are held twice a year and give parents/carers the opportunity to discuss their child's progress.
- Parents/Carers can communicate with their child's teacher on Class Dojo, if they need any support with their child's learning in music

10. Safeguarding

Safeguarding is of vital importance to Rokeby and we seek to promote and teach it in all areas of the curriculum. In music, this takes the following forms:

- Ensuring that all peripatetic music teachers and external visitors are appropriately checked, e.g. DBS.
- Ensuring that all equipment such as instruments are maintained properly and hygienically, and are regularly checked.
- Using response to music to help recognise, label and articulate feelings.
- Through performance and feedback, raising self-esteem and confidence.
- Using the act of creating music as a way of allowing children to express their feelings and emotions in a non-verbal manner.
- Using the collaborative nature of music to promote positive peer interactions.
- Ensuring that music used in school, e.g. assemblies/dances etc. is age-appropriate.
- Engaging appropriately should children raise adult themes from music that they have listened to outside of school.

11. Children with SEND in Music

Providing children with SEND with an accessible curriculum in which they may thrive is a key goal at Rokeby. In music, this is supported in the following ways.

- The Music Express scheme provides amendments to activities for different needs.
- Providing explicit instructions – breaking instructions down into smaller steps for children with SEND when composing and playing; providing examples of new vocabulary words using communicate in print or Makaton to enable children with SEND to understand words used in instructions
- Providing opportunities for children with SEND to repeat and revisit learning throughout their time at Rokeby through our Curriculum mapping to build and consolidate learning over time
- Providing examples of what a musician is/does with clear models of what is expected and what to aim for.
- Being flexible with groupings – this might include grouping children with similar SEND needs together to provide them with the additional support that they need or pairing children with good role models such as children with good musical skills or creative imagination.
- Using technology to support where appropriate.
- Directing human resources to support and encourage.
- Being mindful of creating a supportive and positive environment in which children can perform.