

# THE FLITCH GREEN



## ACADEMY

*Learning for Life*

### **Music Subject Statement**

Music Lead: Catherine Shakallis

*'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.'*

*Plato*

#### **Intent:**

At The Flitch Green Academy, it is our intent that we make music an inspiring and enjoyable learning experience which develops the children's musical skills.

Our intention is that children gain a firm understanding of what music is through singing, listening, composing, improvising and performing across a wide variety of historical periods, styles, traditions, and musical genres in line with the National Curriculum and Modal Music Curriculum.

Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives, as well as the technical vocabulary such as, pitch, beat, tempo, dynamics and rhythm which encourages children to discuss music using these terms. Teaching focuses on developing the children's ability to understand rhythm and follow a beat through performing on a range of musical instruments. By singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music across different time periods, cultures and traditions. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with confidence.

We want to develop a curiosity for the subject and to ensure 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. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development throughout their time in school.

#### **Implementation:**

Children will have the opportunity to develop their understanding, skills and techniques in music. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians; in turn increasing their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to sing, listen well, compose, improvise and perform, and advance each year within these areas through adding more musical concepts and understanding. The dimensions of music are taught within the classroom lessons; starting simple and then building more each year, so that children are able to use some of the language of music when analysing music they are listening to. Their compositions and improvisations through the years will embellish more of these as they progress, along with the understanding of notation in music and its many forms. Their confidence will also grow throughout their performances as they build on their skills.

We aim to expose children at Flitch Green to a variety of ways they can learn and enjoy music. One of our ways is using the Charanga scheme of work to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers, as well as support the non-specialist in delivering a well-structured and full of content lesson, using the terminology that children are required to learn.

Another area is that of composition skills where children are encouraged to use their already taught knowledge and understanding of the dimensions of music and combining of sounds to create music using a stimulus linked to our experiences. Here the children will use a range of tuned and untuned percussion instruments, body percussion and vocal sounds.

We also use IT in the form of Garage-band and similar applications which also supports our computing curriculum. Here children are able to again use their knowledge and understanding of previous learning of the dimensions of music, composition skills and IT skills to combine and layer sounds, creating a high-quality composition that might also support the outcome or part of the outcome to an experience. It also enables children to experience a wider range of sounds and instruments that the school is not able to provide.

We also like our children to have opportunities to perform both in small settings, like the classroom where they can listen and appraise each other's work, to assembly performances of ensembles and end of term concerts. It is also an opportunity for children who learn instruments to perform as we have peripatetic teachers who come into school to teach music lessons of; guitar, piano, and drums. This is giving opportunities for children to learn and develop their skills from an experienced specialist teacher.

Singing assemblies also offer children the opportunity to come together as a collective and sing. As well as learning the skills of singing as a whole school, classes or smaller groups, children are exposed to musical terminology linked to the song being taught and this is developed each assembly. There is the aim to also use this time to embed more of the history of music for children through learning about composers and genres of music, and being exposed to a range of music styles. Here children will be able to use the dimensions of music when talking about the music they hear and put it into context with their understanding.

(Summer Term)

To ensure all children are able to access music, regardless of background, ability or additional needs, children may need parts adapted so that they play one part or instrument at a time, have pictures or symbols to help them access the different parts of the lesson, or have a specific routine to follow to engage in the lesson. Children who already have a high musical understanding or already play an instrument can have opportunities of demonstrating, doing harmonies or different parts of a song, as well as having more improvisation opportunities within the classroom music lessons.

Teachers are already trained in using the music scheme charanga which develops understanding for each year, and there are regular opportunities for CPD development through the scheme.

Teachers have also had training on the use of Garage-band throughout the year groups and there will be more opportunities to have some CPD training linked to developing this further. Teachers have an awareness of the dimensions of music, but will have more opportunities for CPD development in line with the new MMC so teachers have a better understanding of the progress children make and how to assess this. (Summer term)

An 'S-plan' will help teachers plan the journey they will take to get children to the desired point in their understanding of music over the year and outline misconceptions that may occur throughout and ways to address these. It will also show each year can fit into the bigger picture of music within the school, helping teachers to understand where they have come from in previous years and expectations ready for the transition into year 7. (Summer Term)

**Impact:**

Throughout their musical journey children may have accessed 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 children 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 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.

Music assessment is ongoing throughout the lesson and informs teachers of the next steps to take; filling gaps or moving forward. For summative assessment, milestones are used for music for Key Stage 1 and Key Stage 2, and will be completed at the end of each experience. Charanga's assessments will also start to be used at the end of a unit covered. Both of these will outline any gaps and skills still need to be embedded or that even the teacher might need extra support to ensure the children have met the skills needed. Music is monitored through lesson drop ins, team teaching and support, as well as pupil voice and performances. An overview of children's understanding and knowledge at the beginning, middle and then end of the unit will be documented to show progression of skills.

(Autumn 2022)

Assessment for music is tricky, particularly for the non-specialist teacher, but it needs to be a tool in which teachers can build on each lesson and know where to go with their children. Children need to be constantly exposed to a variety of music and the dimensions of music in order to progress using them. Compositional, improvisational and performance skills all need to be built on year by year to show the progression, as well as the use of musical notation throughout the years.