

THE FLITCH GREEN

ACADEMY

Learning for Life

Music

Subject 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 the creative apps (from Charanga) 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, drums and violin. This is giving opportunities for children to learn and develop their skills from an experienced specialist teacher.

Singing assemblies / music assemblies also offer children the opportunity to come together as a collective to sing and learn about music. As well as learning the skills of singing as a whole school, classes or smaller groups, children are exposed to musical terminology and other aspects of music education that could be linked to the song.

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 and from the subject lead where needed. Teachers have also had some training on the use of Garage-band throughout the year groups, as well as short brief training on musical terms, dimensions and key skills expected at each year.

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 where applicable. Charanga is also used as an assessment platform where teachers upload videos, pictures and notes to evidence the learning taking place and where objectives have been met or not met. Teachers can also use assessments from the end of a unit on Charanga to give a clearer picture of what they are looking for within the lessons. Both of these will outline any gaps and skills still needing to be embedded, or where even the teacher might need extra support on.

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.