



Moorside Primary School and Nursery

Music Intent

Intent

The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Our Music intent is echoed through our **school's vision**:

-A culture of success and achievement for all

All children are supported to access the music curriculum confidently through engaging lessons which have been made accessible for all learners.

-An aspirational and inspirational curriculum

We aim to inspire our children in Music by providing them with opportunities to perform, we also ensure the children have access to a range of percussion instruments to help inspire them further.

-Strong relationships between the school, families, pupils and our community

Children are encouraged to use their musical learning so that they are able to perform in Christmas and summer performances which include singing. In addition, the children take part in a music project run by Ripon Cathedral, allowing them to perform in the cathedral once a year. The children are also invited to sing carols in Ripon Market Square and at other local places as well.

-A whole school inclusive and nurturing ethos

All children can and will achieve their potential through differentiated and engaging lessons and tasks. Children will be able to feel they can make mistakes in their learning and not feel judged, thus developing confidence within the subject of Music.

-High expectations for all stakeholders, surrounding our children with the best educators and specialists

Teaching staff work hard to ensure the teaching of music is engaging. A music specialist comes in to teach on a weekly basis and the children also have access to a music specialist from Ripon Cathedral as well. The children are also taught singing during assembly time by the Headteacher (a music specialist herself).

In line with our school curriculum intent and linking with the National Curriculum in Music, at Moorside we:

Ensure our children have the confidence and skills to perform in musical events, whilst understanding the key musical terminology.

At Moorside Primary School and Nursery, the teachers follow an annual Music Scheme of Work, from Music Express, allowing them to ensure that the music curriculum for each year group has been followed and covered.

Implementation

Music is taught on a weekly basis. Teachers follow Music Express, and where the music specialist is teaching, she sends her planning to the class teachers so they can monitor the teaching in their classrooms. In addition to this, the children are taught singing every week, to encourage them to develop their ability and confidence in singing. Within this singing sessions, musical terminology is recalled to ensure the children have embedded their learning.

The Early Years Foundation Stage (EYFS) ensures singing happens everyday which links to their themes. The children in EYFS also learn how to keep a beat and use instruments to provide the backing to different stories. The staff in the EYFS are striving to help all children achieve the Early Learning Goal for Music which is '*Children are able to sing songs, make music and dance, and experiment with ways of changing them.*'

Impact

Our approach to the curriculum results in an engaging music curriculum which allows the children to sing and play instruments. Through assessments, it is clear that the children learn key terminology and musical notation and can join in singing in a group ensemble.

Evidence is gathered helps staff to:

- Record on Target Tracker so that gaps can be addressed when necessary,
- Monitor the coverage of Music.
- Use data and to feed into Action Planning in an Assess, Plan, Do, Review cycle.
- Vary the pace of learning and ensure all pupils make good progress.

Much of the subject-specific knowledge developed in our music lessons, will allow the children to develop a good understanding of musical terminology and be able to confidently use them when they begin Secondary School.

Providing a purposeful catch up curriculum in Music

As part of our Covid recovery curriculum, we continue to offer a progressive Music curriculum through following the Music Express scheme of work. In Key Stage 2, the children have a Music Specialist teaching and this enables children to continue develop their technical vocabulary and aural skills as stated by the DfE in July 2021, 'Teaching a Broad and Balanced Curriculum for Education Recovery (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1003469/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf)

The specific guidance from this document for Music is,

At key stage 1:

- the music curriculum should maintain its focus on increasing pupils' accuracy, fluency and expression through singing and playing a range of instruments.
- Singing familiar songs together, concentrating on intonation, phrasing and clear diction, and adding simple rhythmic accompaniments can help to build pupils' confidence and quickly develop their listening skills.

At key stages 2 and 3:

The focus should be on the technical knowledge and skills that pupils have not been able to practise or develop sufficiently through performance or composition work when they have not been in school.

- More attention should be given to the extent to which pupils have missed the opportunity to develop their instrumental and singing skills, or their knowledge of constructive elements such as scales, chords and musical forms.
- Close consideration should be given to the order in which key components are taught or re-taught, so that these important skills can be rebuilt deliberately and incrementally.

As schools reintroduce pupils to practical music-making, they should also focus on their aural development, which is important in rebuilding their expressive knowledge and understanding of music.

This includes:

- providing effective feedback on pupils' musical responses or choices, showing them how to resolve their musical difficulties and correcting inaccuracies
- training pupils' musical hearing to appraise, shape and improve their performances and compositions.

When work during remote education focused on theoretical knowledge about music, schools should ensure that pupils are given every opportunity to secure that knowledge through practical musical activity.

Equally, while many teachers have made creative use of technologies to create ensemble 'performances' during the restrictions, schools should plan how they can reintroduce in-person ensemble activities. Well-organised ensemble activities can:

- help pupils to develop mature aural skills
- build their confidence and support their wellbeing
- play an important part in re-building school communities, particularly when performances to an audience are permitted.

Finally, schools should take every opportunity - both through and outside the school curriculum - to foster pupils' re-engagement with a wide range of music.

R Taylor, Music Subject Leader - Autumn 2021