

## Music Framework



### **Intent**

First and foremost, we aim to develop a love of music both in respect to its appreciation and its creation. We aim to ensure that pupils have sufficient understanding and language of the dimension of music (tempo, timbre, pitch) and can use these to discuss and appreciate a range of outstanding musical pieces throughout history. We are committed to ensuring children understand the value and importance of music in the wider community and British culture and are able to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts. These skills are in addition to the development of the children's voice as an instrument and retaining a core knowledge of traditional songs from UK culture.

We can link music understanding and skills to our school values:

**Community-** To support others when they need help, working in pairs and in groups.

**Aspirations-** To challenge themselves to try new instruments, to sing more challenges phrases and to want to understand how to read music.

**Resilience-** To keep on trying, to know that mistakes will happen but that they are needed to learn.

**Empathy-** To understand that not everyone enjoys music or finds it easy, and that we support them.

### **Implementation**

All pupils complete a weekly music lesson (planned using Kapow) in addition to singing in a weekly assembly; it is also expected that as the children walk in and out of assembly, they will be exposed to a variety of music types using a musician of the month. To ensure that teachers have enough subject knowledge we plan using Kapow to support. In addition to the planned curriculum, additional opportunities are provided for those who have an interest within the subject through private music lessons within the school focusing on a range of instruments: keyboard, recorder, piano and guitar. This has also been extended into the school choir, which learn songs from the 1940's to current day and perform at school fairs and the local church. Furthermore, in the past year we have embarked on a new adventure known as 'Rocksteady' where children can form bands that perform termly to school and parents. These are paid lessons and are open to the whole school.

### **Scheme:**

We use Kapow to support planning. There are 4 units teachers must complete each year. They are then allowed to select up to two more of their own choice. Year 3 and 4 have a weekly session taught by the local council where they can learn trumpet, clarinet or flute.

### **Assessment:**

Teachers assess children's work in music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons (in the moment). At the end of each Key Stage, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. They record this on Otrack using entering, developing or secure. We use this as the basis for assessing the progress of the child and for completing reports to parents.

### **Equal Opportunities**

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 for more able children;
- differentiation in planning for children who have been identified as 'greater depth' through enrichment and extension activities. (Those children who are very able, or have a range of musical experiences to draw upon are encouraged to use and develop their talents both within the curriculum, and through extra-curricular performances e.g. music/ singing assembly)
- extra support for SEN children where necessary and possible

### **Provision for Inclusion: SEND/additional needs/Pupil premium**

All pupils will have equal opportunities to reach their full potential across the music curriculum and are given the opportunity to access the curriculum at their year group age. Rocksteady also offers places to Pupil Premium children who are gifted and cannot afford to pay.

Teachers will:

- set suitable learning challenges with scaffolds if needed.
- respond to individual pupil's learning needs in accordance with their education plans.
- overcome barriers to learning for individuals and groups by modelling, scaffolding and offering paired and group work in mixed ability.

- differentiate class work by supporting not constricting the curriculum.

### **Health and Safety/Safeguarding**

Children are always encouraged to use instruments carefully and safely. An instrument, which is blown, should have the mouthpiece cleaned after each use.

### **SMSC /British Values /Cultural Capital**

Music makes us feel like a community and brings us together. There are many ways in which music brings the school and the community together.

- Community church assemblies
- involvement with services at St Mary's church,
- opportunities to sing at the Summer Fair
- participation in local school events such as the Big Sing (KS2) and the Little Big Sing (KS1).
- Regular opportunities for choir to sing at Tesco to raise funds for school.

Music also plays a big part of remembrance services and helps to remind children of the loss of life for us to have our British Values.

Children also sing songs from around the world and research how other cultures use music/instruments in their daily lives.

### **Subject Leader**

Kimberley Whitmarsh