



## Music

### Intent

At Tweedmouth Prior Park First School we see music as an essential element of each child's development. Music supports learning across the curriculum and we aim to help children see music as something they can engage with and enjoy throughout their lives.

We believe that music is for everyone. It is inclusive as it doesn't matter how old you are or your ability as everyone can join in. It helps build children's self-esteem, confidence and well-being, concentration, listening skills, self-expression, team work, self-discipline, social skills, creativity and imagination, and a sense of personal achievement. Our intention is that our children will be able to enjoy music as a listener, creator and performer.

### Implementation

We teach the National Curriculum programme of study for Music in Key Stage 1 and 2 and we follow the EYFS statutory framework in Nursery and Reception.

In the **EYFS** we use a range of activities to develop children's musical skills. For example:

- Singing and rhymes and a range of cross-curricular songs relating to seasons or our class topics
- Naming common musical instruments
- Exploring how we hold and play a range of musical instruments and correctly following instructions
- Exploring how we change sounds – different pitches and intensity
- Syllable clapping
- Exploring Body sounds
- Exploring Environmental sounds
- Using outdoor instruments (e.g. boom whackers) to explore and make rhythms
- Learning a repertoire of songs for performances
- Keeping the beat – using a range of instruments or clapping
- Listening to a range of different music and talking about 'how does it make you feel'
- Make up our own songs and music to perform to the rest of the class
- Music and dance in PE sessions
- Boogie Beat music and movement sessions. The children sometimes make visits to local old people's homes for Christmas carols or Boogie Beat sessions
- In Reception we also use the Charanga programme <https://charanga.com/site/> and from September 2021 the Reception children will have 30 minutes a week with a specialist music tutor.

## **Key Stage 1 and Key Stage 2**

We teach the National Curriculum programme of study for music in Key Stage 1 and 2.

In Key Stage 1 and 2 we use a range of resources to support our teaching. For example:

- The Charanga primary music programme <https://charanga.com/site/>
- Oak National Academy music resources for each year group
- Model Music Curriculum for Key Stage 1 to 2, non-statutory guidance document
- Specialist Music teachers provided by the Music Partnership provide weekly whole class violin lessons for Year 4 and from September 2021 will also be supporting the children in Reception – Year 3 with a range of weekly singing or other musical activities.
- Involvement in local musical activities, for example Year 3 / 4 involvement in the local churches Big Berwick Christmas sing, visits to local old people's homes to sing Christmas carols.

### **Charanga**

At Tweedmouth Prior Park First School, Music is primarily taught across each year group (Reception – Year 4) in units using Charanga Musical School that enable pupils to study in depth the key skills, understanding and vocabulary. Each unit aims to activate and build on prior learning, to ensure better cognition and retention. Each unit is carefully sequenced to allow for prior learning to be built upon and skills to be practiced and advanced.

The Charanga Musical school scheme provides teachers with week by week support for each year group from Reception to Year 4. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression and engaging whiteboard resources to support every lesson. The Scheme supports all the requirements of the National Curriculum.

Each Unit of Work comprises the strands of musical learning which will correspond with the national curriculum for music, combining a range of musical activities and games.

- Listening and appraising
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

All lessons enable pupils to explore their own response to music. Pupils are encouraged to discuss and share their ideas using the key music vocabulary, for example how the composer has used dynamics and tempo to create mood or atmosphere and its effect on the listener/audience.

### **Sequencing and planning**

All modules have a sequenced overview outlining each lesson, with the main learning activity and objective to be achieved during that lesson. Charanga provide teacher videos and detailed lesson plans and resources to support teachers' subject knowledge and confidence. Within lesson plans are key vocabulary and questions to encourage discussion and use of the correct musical terminology. These are used for partner and class discussions.

From Reception to Year 4 the learning consists of six half termly units of work. The final unit in each year – Reflect, Rewind and Replay – allows for revision and extension activities.

Each unit is carefully sequenced to ensure the key elements of music are taught and revisited.

All musical learning in the Charanga scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning and are revisited across the curriculum.

### Knowledge Organisers

Accompanying each module is a knowledge organiser which contains key vocabulary, information and key facts which pupils can refer to and use throughout their learning module. Key vocabulary is discussed at the beginning of the module and is encouraged to be used by the children when listening and appraising, playing and singing, improvising, composing and performing.

### Vocabulary

Vocabulary forms a key part of our wider curriculum. Charanga also provide a progression of musical vocabulary to allow teacher's knowledge of what vocabulary has already been introduced and how to build on this. Children are encouraged to use the correct musical vocabulary when discussing their work and musical styles.

### **Assessment**

Music is a practical subject which children understand by listening, doing and practising.

In Charanga, teacher and self-assessment in music is ongoing throughout each unit. Assessments are therefore carried out through observations of the children, discussions about their work or sometimes recording small groups when they are engaged in specific learning tasks.

Charanga units are planned to ensure all areas of the musical curriculum are covered, enabling pupils to listen and appraise contrasting or complimentary musical pieces understanding the interrelated elements of music; play and sing to reinforce key techniques or styles; improvise using elements of the skills or knowledge taught leading to short compositions and group or individual performance.

This is also tracked against our progression document. This informs teachers' planning and next steps and also provides a base for skills that need to be embedded.

We use the Durham Music Service Primary Curriculum and Progress Map to help us ensure progression.

<https://www.durhammusic.org.uk/primary-music-curriculum-and-progress-map-full-guide>