MUSIC

INTENT

Since adopting Charanga Musical School, to support and improve the quality of music teaching that children receive here at Claytons Primary School, the curriculum of music is now very much embedded across the school. On most days of the week, if you were to take a wonder through the school, you would hear the vocal ranges of Sopranos, Altos, Tenors and Basses; a symphony of Glockenspiels and recorders (the odd keyboard, guitar, or ukulele); and the beats of body percussion! Children might be playing musical games, improvising along with the focus song, composing, or performing with the song. Furthermore, each week the children will listen to and appraise a different song, focusing on using a range of technical musical language.

Music is a foundation subject within the national curriculum. In line with the curriculum for music and guidance from Ofsted, the Charanga Scheme of work moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
    a. Warm-up Games
    b. Optional Flexible Games
    c. Singing
    d. Playing instruments
    e. Improvisation
    f. Composition
3. Performing

All musical learning in this 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.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new (Charanga, 2020).

Reception, KS1 and KS2 can also share a 30-minute weekly music lesson, supplied by music specialists at Rocksteady Music School, which follows the National Curriculum Programme of Study. This helps to integrate musical specialist's knowledge into the children's musical learning and knowledge.

IMPLEMENTATION

Statutory requirements

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Prerequisite skills for music within the national curriculum:

Nursery

Pupils should be taught to:

- Sing a large repertoire of songs.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception

Pupils should be taught to:

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

IMPACT

Charanga works seamlessly with the national curriculum ensuring that learners revisit the interrelated dimensions of music: pulse, voice, pitch and rhythm - building upon previous learning and skills. The impact of this style of learning is that children are able to discuss music using technical vocabulary which is added to each year; they are able to play the Glockenspiel and Recorder with more skill each year; and they are able to experience improvisation and composing with more knowledge (and again skill) each time it is revisited.

As the subject lead I have implemented a curriculum overview which works to ensure the strands of musical learning are covered across each Key Stage and I ensure that this overview is being followed. Teachers are asked to share any pictures or videos that they have taken of their music lessons with me and I observe some music lessons across the school, once a year.

There is no requirement for a formal music assessment – children's progress is monitored by the class teacher. This progress informs planning. The Charanga Scheme of Work offers teachers an assessment framework should they wish to use it.