



Oswald Road Primary School Subject Intent Statement

MUSIC

What are the aims and purpose of this subject?

We follow the National Curriculum for our music. As with the National Curriculum, our aim is to engage and inspire pupils to develop a love of music and improved and their talent as musicians which has built up over their schooling and has increased their self -confidence, creativity and sense of achievement.

We aim to ensure all our SEND children access Music at an appropriate pitch (both for challenge and support) and have full access to the curriculum. We are aspirational for all children.

Our curriculum has the same purpose as set out within the EYFS framework and the national curriculum:

EYFS (Being Imaginative and Expressive) - *The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

KS1 & KS2 - *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.*

Our curriculum also has the same aims as set out in the national curriculum: *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.*

We also aim to ensure that children get a variety of opportunities to play instruments and perform, either to classmates or a wider audience. In order to facilitate children who show a gift or particular interest in music, we offer instrumental lessons from Year 3. It is our aim to be inclusive so all children have the opportunity to play an instrument for free in Year 3 and Pupil Premium children can continue this throughout the school if they wish to. We acknowledge cultural capital is an important part of the curriculum and do this through in house music lessons.

What are the National Curriculum requirements for this subject?

The EYFS Framework ELG requires pupils to learn about past and present. Children at expected level of development will:

- *Sing a range of well-known nursery rhymes and songs*
- *Perform songs, rhymes, poems and stories with others*
- *When appropriate – try to move in time with music.*

National curriculum requirements are that the children in **Key Stage 1** should:

- *use their voices expressively and creatively by singing songs and speaking chants and rhymes*
- *play tuned and un-tuned 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 inter-related dimensions of music.*

National curriculum requirements are that the children in **Key Stage 2** should:

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 inter-related 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 musician*
- *develop an understanding of the history of music*

How is this music's curriculum organised?

Music is taught as a discrete subject at Oswald Road. We follow the Sing Up Music curriculum - a scheme of work for each year group from nursery to Year 6 which represents a complete and progressive library of resources that meets the requirements of the statutory framework for the Early Year Foundation Stage and the National Curriculum. This curriculum covers a broad and diverse range of repertoire, approaches and musical traditions, connecting the interrelated strands of singing, playing, improvising, composing, listening and appraising.

In EYFS, music is taught within the strands Expressive Arts and Design. There are also some music resources within continuous provision for children to extend the learning covered in Music lessons. Songs are sung daily with the children relating to current topics or times of year. Some of these songs are action songs, thus encouraging early development of core skills such as pulse and rhythm.

The children are taught half termly units which consist of; three 30/40 minute lessons in EYFS, three 40 minute lessons in KS1 and three 50 minute lessons in KS2. These units can be broken down and delivered in chunks at the teacher's discretion over the course of the half term.

Children's progression of musical skills falls into three categories: sing and play, improvise and compose; and listen and appraise, which are evident within each unit.

The music curriculum is sequential and key skills falls into three categories: sing and play, improvise and compose; and listen and appraise, which are evident within each unit. A main focus is musical vocabulary and each unit pays special attention to key words such as duration, tempo, structure, pitch, timbre etc.

As well as the core curriculum, there is also an enrichment curriculum. We offer peripatetic instrumental lessons on various instruments. These lessons are bought in from an outside provider (One Education) and the children are charged termly for these apart from trumpet, which is taught by a Teaching Assistant. Pupil premium children are offered these lessons free of charge.

There are termly concerts for the children learning an instrument where they have the opportunity to perform for parents and friends.

Why is it organised like this?

EYFS: Resources within continuous provision enables young children to experiment and learn through play. Music is seen as an integral part of the curriculum that supports and develops other areas; concentration, turn-taking, fine and gross motor skills, listening skills, creativity, problem-solving, experimentation. These are all transferable skills that are an essential part of a child's development. We also follow the Sing Up scheme of work for the discrete teaching of Music lessons.

Key Stage One and Two: We have chosen to follow the Sing Up scheme to ensure that all aspects of National Curriculum are covered and that all teachers, regardless of music ability, feel confident and secure in delivering music lessons.

A typical lesson across both key stages will start with a warm-up, such as a song with some movement. Then there may be some listening to music as an inspiration or stimulus.

Sometimes, the children will be asked to respond creatively, through writing words or phrases about how the music makes them feel, what it makes them think of, how they would describe it etc. The teacher will also ask questions e.g. "What did you notice about the tempo? Why is a quick tempo suitable for a composition about a racing car? Which instruments could you hear?" Key elements will be drawn from the music e.g. the use of a motif, the use of silence, the use of dynamics.

As the unit develops the teacher might demonstrate a key skill using tuned and/or un-tuned percussion instruments.

During the performing phase, children will create and refine a piece of music based on the stimulus, which teachers will appraise and record on Seesaw, where appropriate.

How are knowledge, understanding and skills developed in this subject?

See progression mapping and music curriculum map.

What does this subject look like...		
in lessons?	in books?	in the environment?
<p>Using warmups</p> <p>Singing in small groups and as a class and in parts</p> <p>Listening and appraising various musical stimuli.</p> <p>Recognizing musical elements by and discussing their intent and effect on the listener</p> <p>Exploring sounds</p> <p>Using graphic symbols to create and read scores</p> <p>Composing music</p> <p>Performing rehearsed pieces of music</p> <p>Counting musically</p> <p>Working independently working in groups where appropriate</p>	<p>Recorded on Seesaw.</p>	<p>Music display outside the studio</p>

How is this subject resourced?

There are a set of xylophones with diatonic scale - enough for one between three. There are also a set of djembe - enough for one between two.

We have two boxes of untuned percussion with a range of wooden, metal, shaker and skin sounds to represent different timbres.

We have some world instruments such as thumb piano, Tibetan bells, rain makers etc to represent different cultures.

There are violins, cellos, ukeleles, steel pans, balalaikas, guitars and trumpets for peripatetic lessons.