



Coberley C of E Primary School

Music Rationale

Every Child, Every Chance, Every Day



Intent: Why do we teach this? Why do we teach it in the way we do?

The music curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and creative – like all curriculum areas.

We want to equip them with not only the minimum statutory requirements of the music National Curriculum, but also to prepare them for the opportunities, responsibilities and experiences of later life. For example, last term, Class 2 experienced ten sessions of Pbuzz lessons through Gloucestershire music, an instrument we'd not learnt before at Coberley. We are committed to putting music on the map here at Coberley C of E Primary.

We want our children to use the vibrancy of our locality to learn from other cultures, respect diversity, cooperate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the music curriculum. For example, using the Charanga music scheme, the children experience, listen to and perform music from a range of countries, such as South Africa, and a range of genres, such as reggae, funk, blues, disco and pop. There is a fantastic mix of current and older songs, some of which will be familiar to the children and some that will be new. There are also themes to some of the units to promote diversity and equality, such as the Year 6 unit entitled 'Music and Me', which explores the work of some of the most influential females in music over the last 100 years. The Charanga scheme also fits well with our school values, as many of the units are themed, such as the Year 1 unit named 'Bringing Us together', which is a Disco song about friendship, peace, hope and unity.

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach, piquing their interests and passions. Most years (budget dependent), each class receives a minimum of ten music lessons, taught by an external peripatetic music teacher. Over the years, this has enabled the children to have access to a range of instruments that they ordinarily may not have had the opportunity to try, such as clarinets, violins, trumpets and P-buzz. We have also had fantastic workshops, such as percussion from Eddie at Groove On music. We also encourage singing, and the children in Class 1 have weekly singing lessons, plus there is a choir for Class 2 and 3 children to join, led by Mrs Roberts. Peripatetic lessons have also risen in popularity, with a range of children from Year 1 to Year 6 learning a variety of different instruments, including, piano, guitar and brass. We firmly believe that it is not just about what happens in the classroom; it is about the added value we offer to really inspire our children.

Implementation: What do we teach? What does this look like?

Teaching & Learning

The Charanga curriculum has been carefully built and the learning opportunities for each class crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. For each year group, there are six units per year, consisting of six lessons each. Each unit follows a similar structure and the lessons build on the previous learning until a solid understanding and class performance is achieved by lesson 6. The unit usually follows this structure:

- Listen and appraise
- Warm up/flexible games

- Learn to sing the song
- Play instruments with the song
- Improvise with the song
- Performance

For example, in Year 2, they start with a unit called 'Hands, Feet, Heart'. They begin by exploring the origins and background of South African music, listening to and commenting on different examples. They then work on rhythm and pulse, and vocal warm ups. They then begin to learn to sing the song, with it being broken down into manageable chunks. There is then the opportunity to add in instrumental parts, namely recorders and glockenspiels for this song. This will all lead to a whole class performance of 'Hands, Feet, Heart'.

All year groups, from Reception to Year 6 use Charanga, and the content and skills are differentiated accordingly. Each class teaches three units per year, on a two or three year rolling plan. The Charanga scheme caters well to the recently published DofE Model Music Curriculum 2021 document, which encourages four areas of learning as part of the music curriculum: singing, listening, composing and performing.

EYFS

The arts are taught through the learning area 'Expressive Arts and Design' which forms part of the new Early Years Foundation Stage (2021). The strand of focus is 'Being Imaginative and Expressive'. Music in the EYFS is offered as both adult and child-led opportunities, and children are able to explore and use different forms of expression. They will also sing a range of well-known songs and rhymes, perform songs, rhymes, poems and stories with others and try to move in time with music. Musical forms and expression is also evident within the 'Comprehension' strand in 'Literacy' where children are expected to 'use and understand rhymes and poems during roleplay'. As part of good early years practice, songs and rhymes are used to encourage early phonological awareness before children begin learning phonic sounds.

Children's work is assessed using photos, videos and observations using Tapestry. Parents have the opportunities to respond to these observations and provide their own comments or photos to provide further evidence. Children have opportunities to showcase their songs, rhymes and performances within the classroom environment and through the school performances and assemblies.

Examples of Practice

- Every year, all three classes perform a musical play. For example, Class 3 have performed Seussical, Jungle Book and Aristocats in the last 3 years.
- The school has a choir, which practises every week at lunchtime. They often sing to the school and in church services.
- We sing every day in assembly using pre-recorded hymns.
- We listen to music coming into assembly from a variety of genres.
- We regularly sing in the church, often accompanied by musicians.

Parental Engagement

Parents are actively encouraged to attend a range of musical performances throughout the year, to see their child perform as part of a small group, class or whole school. This includes our Christmas and Easter services, termly class plays and termly musical instrument performances.

Parents are aware of the peripatetic offering at school and many have facilitated lessons for their children. We have worked to promote the importance of learning an instrument, communicating this to parents through our newsletter and to the children in assemblies, so that they feed back to their parents. This led to an increased uptake in individual music lessons, particularly following lockdown.

Assessment - Year 1 to 6

Formative assessment captures teacher led judgements across the year. We track this using Insight, assessing the children against a range of age-related objectives

Monitoring

- Lesson observations are conducted by the head, subject leader or governors, and this also includes peripatetic lessons.
- Analysis of Insight data takes place by the headteacher and subject leader to monitor progress.
- Most lessons are delivered practically but photos may be taken where appropriate to show understanding of a particular concept. For example, composing music.
- Videos are often taken to record performances. They are sometimes showcased to parents via 'Google Classroom', which is an online learning platform.
- The school also uses 'Padlet' to capture photo, video and work based evidence and show progression across the year groups.

Curriculum Leadership

- The music curriculum is led by Jo Booth.
- There is a clear role in designing the curriculum, monitoring and improvement.
- There is an action plan in place.
- There is a plan for scrutiny of work and lessons.
- There is provision to ensure the subject is suitably resourced.
- Staff training and CPD is available and encouraged.

The next music review will take place in the Autumn term of 2023. The review includes: data analysis, work scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Impact: What will this look like?

By the time our children leave us, we expect that they will be confident individuals who can talk about their musical preferences as well as having the tools to effectively express themselves through composing, playing instruments and singing. We hope that our children who are musically talented have had the opportunities to showcase their talents to staff, peers and parents alike and feel that their music is appreciated and valued by others. We ensure that regular assessments are broken down into measurable steps to ensure that our children can be supported and further challenged where necessary to get the most out of their musical journey. Pupil voice surveys allow us to explore the children's interests and build on these to inform our planning. Recent changes to our Music curriculum through well planned schemes have allowed us to feel confident in our planning, progression and next steps to ensure children and staff are confident in using correct vocabulary and terminology. As a result, we feel Music is a well-loved subject amongst both pupils and staff alike and something that our children can be really proud of.