**Green Lane C of E Primary School**

‘Educating for life in all its fullness’

(St. John’s Gospel, chapter 10, verse 10)

**Music**

‘Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.’ *Plato*

‘Music produces a kind of pleasure which human nature cannot do without.’  *Confucius*

‘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.’ *National Curriculum Programme of study for Music (2014)*

Music can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. Ofsted say that children’s involvement in music engages and re-engages pupils, increases their self-esteem, and maximises their progress in education and not just in music. Research has shown a direct link between music and improved reading ability in children. It shows that pupils who were given certain types of music instruction had improved reading comprehension compared to those who did not.

The **intent** of our music curriculum at Green Lane C of E Primary School is to design a curriculum, which is accessible to all and will maximise the development of every child’s ability and academic achievement. Teaching staff deliver lessons that are creative and engaging. All children have the ability to express themselves through sound. We intend for our music education to bring together intellect and feeling and enable personal expression, reflection and emotional development. We want to provide our children with many varied opportunities for the exploration of sound performance, together with opportunities to listen to their own music and the music of others’, whilst developing self-confidence and giving opportunities to succeed. Through our music curriculum, we intend to instil a love, knowledge and skill of music and musicianship that our children can carry with them all of their lives.

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They have opportunities to use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Making music in the early and primary years increases listening and concentration skills, and enhances a child’s ability to discriminate between sounds. Pupil self-esteem and confidence is enhanced when children have the opportunity to perform. Small group music making promotes teamwork and the development of leadership skills, as well as being hugely enjoyable! Music has a positive effect on spatial reasoning, mathematical thinking, and on physical co-ordination, which supports handwriting skills.

The **aims** of our Music curriculum at Green Lane C of E Primary School are that all learners:

* 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 of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The **impact** of our Music curriculum at Green Lane C of E Primary School is that by the end of each learning journey, the vast majority of pupils see themselves as musicians as a result of the high expectations for all and the constant emphasis on improving the quality of their individual musical responses as part of the whole experience. Some pupils will have a greater depth of understanding; opportunities are provided for those pupils to extend their knowledge and ability both in the classroom setting and in the wider musical community. Teachers assess children’s work in music by making informal judgements as they observe them during lessons. They make a judgement of ‘Working Towards / Working At / Working at Greater Depth’ in relation to skills development. We also believe that pupil voice is a very useful tool for assessment. By asking pupils questions such as what they enjoyed and what they learnt, we are able to view the impact of their learning experiences.

**Curriculum design**

Evidence suggests that for children to get the most from music education, it needs to be enjoyable, challenging and also achievable. It needs to be supportive and provide space for children to be creative, and include group activity to work together towards a common goal to help build discipline, teamwork, cooperation, self-confidence, responsibility and social skills.

At Green Lane C of E Primary School, we enrich our music curriculum with Music Express and Charanga, which provide teaching staff with week-by-week lesson support for each year group in the school. The scheme is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. In line with the curriculum for music and guidance from Ofsted, this scheme 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 of the strands of musical learning which correspond with the national curriculum for music:

* Listening and Appraising
* Musical Activities: Warm-up Games, Optional Flexible Games, Singing, Playing instruments, Improvisation and Composition

Musical Activities

All activities are based around a song.

**Games** embed the Interrelated Dimensions of Music through repetition

**Singing** is at the heart of all the musical learning

**Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children

**Improvising** with the song using voices and instruments occurs in some Units of Work

**Composing** with the song using instruments occurs in some Units of Work

* Performing: share what has taken place during the lesson and work towards performing to an audience.

These units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. 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. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

**Musical School Assessment Framework**

This framework links Musical School teaching and learning to step-by-step assessment.

It uses a PLAN • DO • CHECK • REVIEW approach and is supported by planning and assessment documentation, with the facility to **upload and store digital evidence.**

**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

**Enrichment**

Children in Key Stage 2 are offered the opportunity to study a musical instrument with a peripatetic teacher. Peripatetic music teaching is organised by the Local Music Education Hub. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn a string instrument. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

Mrs Butters, from the local church community, comes in every week to deliver a singing assembly to the whole school.

At Christmas, every child has a part to play in our whole school nativity performances. Every class performs a song and individual pupils within each class volunteer for speaking parts. At the end of the academic year, all pupils are also given the opportunity to be involved in a musical production.

Cream Tees, a group of local young musicians, who are passionate about playing traditional folk music of Teesdale and the local region, recently came to perform for the school.

**The Wider Community**

Every week, Reverend Alec Harding, (our local vicar and Chair of Governors) leads collective worship in school. He is very musical, leading the worship songs and accompanying them on his guitar. Once a term, the whole school visit St. Mary’s church in town to take part in a service led by Reverend Harding. At Christmas time, this service takes the form of a traditional carol concert. Members of the wider school community and the general public are invited to attend.