

Bonneygrove Primary School Curriculum Guidance



MUSIC

INTENT

At Bonneygrove Primary School, we believe children need to experience music which is diverse in origin and rich in culture. We believe music is a powerful and unique form of communication that makes children feel, think and act. The musical opportunities we provide transcend different cultures, abilities and generations – stimulating responses on both an emotional, spiritual and intellectual levels. Through our broad and well balanced curriculum we are able to build opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as curiosity, determination, collaboration, creativity, making connections and resilience towards others and the environment.

Our systematic and well structured approach to teaching ensures the delivery of the curriculum meets the national standards. We guarantee our children receive challenge and enrichment at every stage in their learning which will equip them for their next phase. Our Broadening Horizons curriculum provides children with educational visits which links our communities and creates strong and lasting memories. Children are able to enhance their learning even further through debates, philosophy, public speaking and growth mind-set. Oracy is a priority and children develop descriptive language skills in music lessons when learning how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. As pupils progress, they should develop a critical engagement with music, allowing them to compose and listen with confidence.

Pupil Voice

‘Music lessons at Bonneygrove are fun and we learn exciting songs and how to sing them in key. If we didn’t have music in the world, it would be bland.’

Ava D’amato - Year Six

‘Music lessons at Bonneygrove are energetic and we have learnt the rhythm of music is in counts of 8. We have discussed, listened and learnt about different genres of music including pop and ballads.’

Simdi Onyejiaka - Year Six

IMPLEMENTATION

To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, we use ‘Charanga’, a programme that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creations. They will be inspired and engaged by music education. Our music lessons at Bonneygrove Primary School will engage and inspire pupils to develop a love of music and develop their talent as musicians and in turn 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. We provide a systematic approach that revisits previous learning and continues to build on each point. By teaching through real experience, we are able to use strategies to layer and ensure relevance to children’s lives. We use Broadening Horizons real life experiences and visits to bring learning to life. Music plays a key part in aiding memory which is why it is important that it begins in early year’s development all the way through to Year 6. Additional opportunities are offered in music, such as the Key Stage Two choir which performs regularly in school and at events in the local community.

At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> • Communication and interaction 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect 	<ul style="list-style-type: none"> • Visual representation • Knowledge/graphic organisers • Ear defenders if needed
<ul style="list-style-type: none"> • Cognition and learning 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Pre and reteaching
<ul style="list-style-type: none"> • Social, emotional, and health difficulties 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time” 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Groupings need to be carefully chosen • Timers for when to stop
<ul style="list-style-type: none"> • Sensory and/or physical needs 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. • May struggle with contrasting colours on the board • Difficulty in recording in writing and diagrams • Cutting out and sticking in 	<ul style="list-style-type: none"> • Pictorial representations • Video • Vocab lists and explanations • Position within the class • Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff • Tactile keyboards • Knowledge/graphic organisers • Alternative ways of recording

		<ul style="list-style-type: none"> · Simplification of diagrams · Physical support with instruments
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IMPACT

When children leave Bonneygrove Primary School, we endeavour that they leave with a secure understanding of academic content, understanding how to be morally, spiritually and culturally responsible. Children will be confident to play and perform in both solo and ensemble contexts using their voices and playing musical instruments with accuracy, fluency, control and expression. They will be able to express their views and appreciate music drawn from different composers and musicians including the history of music and different genres.

The children will be aware of making positive contributions to the local community and will leave with an ambitious thirst for learning so that they strive for success throughout their lives.

Role of the subject Leader

Music will be led by the whole staff and will be an annual focus for a staff meeting. Standards of teaching and learning will be adjusted using work sampling and data review. The policy will be reviewed at this meeting.

Objectives

The following objectives will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

- to develop pupils' enjoyment, awareness and interest in a wide range of music from different times and cultures
- to offer opportunities to perform, compose, listen and appraise
- to sing with confidence and enjoyment
- to develop musical vocabulary to evaluate the music listened to
- to develop a knowledge of the music contained within the programmes of study of the National Curriculum

To build on pupils' curiosity and sense of awe of the natural world

- to develop in pupils a general sense of music as an integral part of our culture. Children to understand music and relate to others and the wider world.

To develop the ability to discuss music in an appropriate manner including the use of technical vocabulary

- to introduce pupils to the language and vocabulary of music
- to give pupils regular opportunities to use the music terms necessary to communicate ideas about music

To develop pupils' use of ICT in their music studies

- to give pupils opportunities to use ICT (video, digital camera, data logger) to record their work and to store results for future retrieval throughout their music studies
- to give pupils the chance to obtain information using the internet.

Cultural Capital

Wherever possible, music will be related to the real world and everyday examples will be used. Children will be exposed to music from a range of cultures and countries from around the world.

Cross-curricular skills and links

Music pervades an important aspect of our lives and we will relate it to all areas of the curriculum. We will also

ensure that pupils realise the positive contribution of both men and women to music and the contribution from those of other cultures.

Continuity and Progression

We teach music in Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Pupils in Key Stage One will listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

During Key Stage Two, children sing songs and play instruments with increasing confidence, skill, expression, and develop awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, gaining in independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Equality of Opportunity

We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to children and in the conduct of staff and children. Suitable learning challenges will be set for all children with the aim of maximising achievement at an appropriate level for each individual. Teachers respond appropriately to children's diverse learning needs and are aware of the needs of differing genders, special educational needs, as well as different social, cultural and ethnic backgrounds. Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

Health and safety

Pupils will be taught to use musical equipment safely when using it during practical activities. Class teachers and teaching assistants will check equipment regularly and report any damage, taking defective equipment out of action.

Assessment for Learning, recording and reporting

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum. Progress and attainment is recorded at the end of each unit.

Resourcing

Specialist pieces of equipment are used for the teaching and delivering of music lessons. We keep these in a central store.

Performance and Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Year Three to Six to join. The choir meets on a weekly basis and although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.