

Teaching and learning of: Music

INTENT

Music and singing is integral to the life of children at Hook-with-Warsash C of E Academy. We provide opportunities for every child to create, play, perform and enjoy music. Our curriculum follows the EYFS framework and the National Curriculum through the use of Hampshire Music Services (HMS) units of work, Charanga Musical School Scheme and the BBC Radio Music planning. Our curriculum provides an exciting, varied experience for all children and allows them to develop musical skills, to appreciate a wide variety of musical forms and to evaluate and begin to form opinions about music made by others and by themselves. We provide every child with the opportunity to develop their inner musician.

Our music curriculum will ensure pupils:

- Acquire musical skills and an understanding musical concepts through explicitly chosen taught units of work;
- Be exposed to, to understand and to respond appropriately to a wide variety of historical periods, styles, traditions and musical genres;
- Gain confidence and a sense of achievement through a range of musical activities and performances;
- Are inspired and enthused by music.

Underpinned by:

Knowledge

We have created a curriculum that uses units of work from HMS units of work, the Charanga Musical School Scheme, and from the BBC Radio (Key Stage 1).

Throughout Hook-with-Warsash C of E children develop their understanding of the 7 dimensions of music: pitch, duration, tempo, texture, timbre, structure and dynamics. Each year the units taught build on the skills previously encountered so all pupils are able to secure and embed their musical knowledge and understanding as they move up through the school.

In every year group, music is taught through a range of strategies including games to more formal instrument lessons, encouraging the children to listen to and respond to the different examples of music they are exposed to in a variety of different ways.

Mastery

Our music curriculum allows all children to challenge their knowledge of music and develop their musical skills at their own level of understanding through:

- Active listening, responding, composing, rehearsing and performing;
- Opportunities to discuss and explore the subject and so succeed;
- Individualised support and interventions help to support those who need consolidation.

Vocabulary

Pupils will be exposed to, and become confident in the understanding and use of, musical vocabulary as they progress through the year groups. Musical vocabulary is explicitly shared throughout each unit and key vocabulary identified. It is then modelled and appropriately clarified as the children progress. Pupils are actively encouraged to demonstrate understanding through action or through their use of vocabulary when discussing music.

The units of work have been specifically chosen to:

- Develop children's knowledge of the dimensions of music;
- Develop their musical skills across a range of genres and styles from different times and places;
- Ensure consistent musical development.

The curriculum inspires children to produce sounds vocally, instrumentally or through use of technology. The different schemes, allow us to offer a broad range of music whilst providing subject knowledge for teachers to confidently teach a wide range of different musical components. Music is taught as a discrete subject however where possible, we do link our music to another subject to enhance the topic experience.

Throughout the curriculum children are inspired to listen, compose and perform music through the use of their singing voice, body percussion and a range of tuned and untuned instruments. Our Hook-with-Warsash C of E music journey starts in Year R, where music is explored through listening and singing of songs and rhymes and through explorative play opportunities to make, handle and play percussion style instruments. In Key Stage 1, Year 1 begin to learn about duration, tempo and structure whilst beginning to develop their composition skills and using body percussion and whole body actions. As children progress in to Year 2, they are introduced more formally to timbre, pitch and dynamics. They also have the first opportunity to learn a musical instrument, taking part in the Hampshire Music Service program Listen2Me. Throughout all of KS1 children are immersed in singing. As the children progress into Year 3, they deepen their learning about duration, structure and tempo whilst developing their composing and collaboration skills and use of untuned percussion instruments. To enhance their musical ability, they learn a second tuned instrument through the Listen2Me scheme. In Year 4, the children use their knowledge of all taught dimensions so far to plan and develop their own compositions whilst beginning to record their compositions using graphic notation. Year 4 have their third opportunity to learn yet another tuned instrument through the Listen2Me program.

As children progress in to Upper Key Stage 2, there are many opportunities for all children to sing as part of a small group, large choir or solo. Through a mix of Charanga and HMS programs the children explore both vocal and instrumental sounds with an increased focus on pitch, texture and dynamics. Finally in Year 6 the children deepen their understanding of all 7 music dimensions through a range of music styles and genres.

Outside of curricular music, we continue to have a strong culture of performance, boasting Key Stage 2 choirs which take part in local community events. Lower Key Stage 2 choir sing and perform at local residential homes at special festivals throughout the year such as Christmas and for the King's Coronation and to perform with other choirs or bands such as the Salvation Army band. Upper Key Stage 2 choir attend an annual event at the local secondary school and sing collaboratively with the school and other local primary schools. This culminates in our annual school production where children from both Key Stage 1 and Key Stage 2 are encouraged to take part. The children also have the opportunity to build upon their taught playing skills by signing up to learn either guitar or brass, woodwind or piano instruments as they enter Key Stage 2, or through participation in 'Rock2theBeat', where pupils join a band, learning vocals, electric or bass guitar, drums or keyboard. Individual pupil's musical interests and talents are also encouraged and showcased at the beginning and end of our daily Collective Worship, providing opportunity for challenge regardless of their musical experience and level of ability.

	SEND / Disadvantaged The music curriculum is inclusive however teachers adapt the planning and teaching to meet the needs and styles of all learners. A variety of teaching and learning strategies are used to ensure that all pupils can achieve, including: • Use of ipads and visual aids to support the seeing and hearing of music; • Using a variety of ways to record ideas when composing rather than writing, such as audio, symbols/pictures or peer/adult scribes; • Specifically adapted instruments are provided if needed.	EYFS The EYFS long term plan follows the EYFS framework and it is where children begin to understand music through communication and language; physical development and expressive Arts and Design. Children learn and sing a large repertoire of songs from nursery rhymes to songs for celebration services (Christmas). They actively participate in daily dance and large-muscle movement action songs to help them develop physically and combine movements with ease and fluency (Just Dance, Jack Haartman). Children are given opportunities to create their own music or songs or improvise a familiar song through role play on 'stage' in continuous provision. They are encouraged to play instruments with increasing control and to express feelings through teacher-led songs or through explorative play opportunities.	Feedback, Questioning and Discussion Active assessment takes place during the lessons, which allows feedback to be given during discussions at the point of learning. This creates a learning environment where children are actively encouraged to critically evaluate their own and their peer's performances promoting challenge and development. Active assessment ensures teaching meets the needs of the individual learner and allows all children to reach 'Mastery' at their own level. Questioning, modelling and discussion play a vital role. Focus is given to discussion around the knowledge, skills and approach that is needed to explore the vocal or instrumental sounds being explored. Misconceptions are dealt with in a positive manner in order to develop resilience and confidence.
IMPACT	All pupils will benefit from a high-quality music education which engages and inspires them to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress they will develop a growing sense of musical vocabulary that allows them to critically engage with music.		
	Pupil Voice	Evidence in knowledge and skills	Breadth and depth
	Pupils will be given opportunities to feedback on their experiences in music through discussions and reflection on their work. Success is judged on their ability to use the correct vocabulary and to talk about what they have done and how successful they feel about their composition.	Teaching and learning of music is a reflective process for the children as they are given the opportunities to assess themselves and their peers throughout each lessons. Pupils are able to show knowledge of the dimensions of music and their musical understanding through their discussions and evaluations in lessons. They can apply the knowledge and skills learned during their performances to their peers and wider audiences. Progress is clear throughout the year based on HMS Pathways to Musical Independence	The curriculum provides varied and exciting opportunities which build throughout the year, and year on year, to ensure pupils can develop their musical ability and understanding and enhance their musical skills. Deeper understanding is shown as pupils are able to demonstrate their knowledge of the different dimensions of music through the use of the language used when critically evaluating music and through the composing and performing of music in a variety of different ways.