



# Madley Primary School

'Be the best you can be'



## Music

### Madley Primary School

Our Music Curriculum is built around giving every pupil at Madley the opportunity to learn an instrument. Opportunities are created to give our pupils the time to perform and show each other their musical achievements. In providing the opportunities we hope that pupils will leave Madley enjoying listening, playing and appreciating music.

### Curriculum Statement



## Intent

- Music plays a very important role at Madley. Music is playing in the reception area and pupils come into classrooms to quiet music playing to relax and set an environment of calm.
- Each pupil is given the opportunity to learn a variety of instruments and Music is shared in assemblies and classes.
- Singing assemblies are held weekly, along with singing in music lessons. All pupils are encouraged to sing right from the beginning in Year R to boost their well-being and sense of team spirit linking to the values we teach in school.
- Each class has a music lesson once a week, where we actively listen, compose, play instruments and perform all varieties of music from across different genres to wider world.

What music looks like in our school.

By the end of EYFS pupils will:

- Feel confident joining in with familiar songs and move rhythmically to music;
- Appreciate music from different cultures;
- Create sounds by shaking, tapping, blowing and banging instruments.



By the end of Key Stage 1 pupils will:

- Play tuned and untuned instruments with control;
- Use their voices expressively and creatively by singing songs and speaking different chants and rhymes;
- 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.



By the end of KEY STAGE 2 pupils will:

- Develop an understanding of the history of music and great composers;
- Listen with attention to detail and recall sounds with increasing aural memory;
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- Use and understand staff and the musical notation;
- Improvise and compose for a range of purposes using the interrelated dimension.

## Impact

This is how it works:

Year R and Year 1 are taught by the Music Subject Lead linked closely to their thematic units of the Dimensions Curriculum.

Year 2, 3, 4 and 5 are taught by Music specialists from Encore, Hereford Music Service and are given the opportunity to learn to play a wide variety of musical instruments such as: Glockenspiel, samba band percussion, Tin Whistle, Flute, Ukulele and Clarinet.

Year 6 are taught by the Music Subject Lead where the focus is on composition and creativity, leading to an end of year leavers performance written by the year 6 of their memories whilst at Madley Primary School.

By the end of each year, the pupils are growing in confidence, performing as an ensemble in the classroom or to the whole school and in solo situations.





### This is what adults do:

- Show great encouragement for a performance whatever the level of the musical learning.
- Learn along-side the pupils and show that adults are learning too.
- Join in wherever musically possible - especially when singing.
- Provide support alongside the music experts from Encore music services.
- Create opportunities for pupils to perform, creating the right environment for an audience to listen respectfully.
- Invite live performances into school, so that children can experience live music and not just recorded music.
- Share their enthusiasm for music by describing concerts that they have performed in or been to.



### This is how we support:

- Adults are available in music lessons to help alongside the teacher, be that the music co-ordinator or Encore specialists.
- Pupils who need a little extra can be offered time in small group to boost their learning and confidence if needed.
- Year 6 music is provided in smaller groups so that an increased focus can be given from the teacher or pupil led support among each other.
- Give wider opportunities for performance e.g. Young Voices.



### This is how we challenge:

- Pupils perform individually or as part of an ensemble in class or assembly. Each pupil will find performing to an audience a challenge. Opportunities to perform to a variety of audiences will challenge pupils separately. Our performance challenge would be performing to their class or to a different class, to a key stage assembly, to a whole school assembly, to a whole school assembly with parents and even to the wider community. Children who find it hard to perform have opportunities to take their performance at their level, building their confidence to challenge themselves.

This is how we ensure all pupils can access the curriculum:

Pupils with SEND needs are offered intervention opportunities, where they can build their confidence musically in small groups led by the Music Subject Lead, which leading to mini performances in front of their class.

Pupils are supported practically by adults in the music lessons.



## Implementation

You will typically see:

- A willingness and confidence to perform.
- Pupils who are proud of their performances.
- Pupils experimenting with instruments and sounds.
- Children talking about their achievements and performances.
- Regular opportunities for pupils to perform to their class, whole school and wider community.
- Pupils wanting to use their own time to practice.

This is how we know how well our pupils are doing

- Teacher assessment provided through photographs, video and written evidence.
- Feedback from Encore music teachers.
- Growing confidence in performing.
- Pupils who independently pick up instruments to have a go and there are increasing opportunities for this during break and lunch times.
- Feedback from peers/staff on performances.
- Feedback from parents and carers about the engagement and enthusiasm of their child.

This is the impact of the teaching:

- Pupils enjoy listening to and playing music.
- Pupils choose to continue to play instruments at home.
- Pupils perform confidently to their friends, school and wider community.
- Performances are appreciated by their audience.
- A greater number of pupils wishing to take part in the wider opportunities.
- Pupils who can talk confidently about different styles/genre of music and make links with other subjects for example History or Geography.
- Pupils who are able to recall significant facts about composers/ musicians.
- Pupils who can use a wide variety of musical terminology correctly.

## Cultural capital

The Dimensions Curriculum, that is accessed by school for History and Geography, covers many countries and cultures and music is a part of all cultures, which comes through. Outside of the theme based music lessons, the children have the opportunity to listen to music from different cultures and historical eras. From talking about the different nationalities of the composers to singing songs in different languages.

As music is used in world events, where opportunity arrives these are woven into music lessons either by class teachers, Encore or the Music Subject Lead, for example, we take inspiration from music in world sporting events, the Eurovision Song Contest or Glastonbury for example.

The pupils learn to appreciate how music has arrived in the modern Era and how music can bring people from different cultures together as a means of communication.

