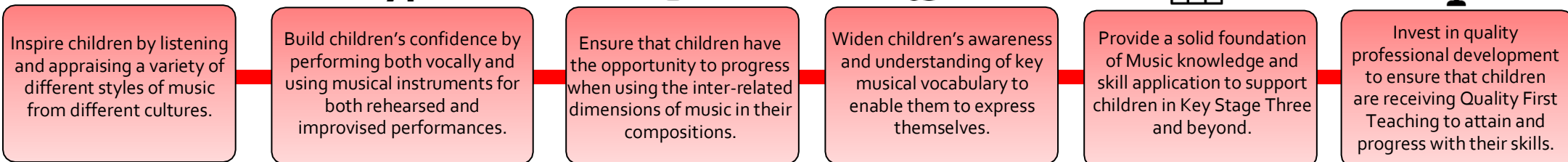


SUBJECT ON A PAGE: Music

At Spring Grove Primary School, we believe that Music enables children to develop and enhance their self-esteem, collaboration and creativity. We nurture the children's love for Music through our learning approach, inspired by the children's own cultures and interests.

Intent - We aim to...



Implementation - How do we achieve our aims?

Our Curriculum

Our Curriculum design is underpinned using a **skills-based** approach and key skills are repeated in different units of work. From the Early Years Foundation Stage (EYFS) through to Key Stage Two (KS2), children are taught Music through the study of the **interrelated dimensions of Music** which enables children to develop and progress in their listening, appraising, singing, composing and performance skills. Music is **assessed** formatively across all phases supported by the Music Subject Pathway, which outlines the skills and outcomes. Children are assessed in their ability to keep a pulse; perform a variety of rhythms, compose melodies and rhythms, listen actively, perform using instruments and singing in different arrangements. Teachers use formative assessment to inform and adapt future planning. Children receive positive praise from peers and their teacher following performance. Music is evidenced through photographs, video recordings, sound recordings, music notation and responses to active listening.

Strong Foundations

It is essential that children in the EYFS explore sounds without inhibition to foster a **love** for Music and **creativity**. In the EYFS, children are supported in **performing** songs and well-known nursery rhymes. The children are encouraged to **move** in time with the music at an appropriate speed and with some control. The children have the opportunity to **improvise** with musical instruments and objects to explore how the sounds can change. Songs from **different cultures** are sang and played to enhance the children's interest in a festival or event. Throughout the year, children are able to partake in **performances** and children play or sing their music to others in the school community.

Music Dimensions



Development of Key Skills

Throughout all key stages, we have identified the key skills that are continuously revisited and developed, these skills are:

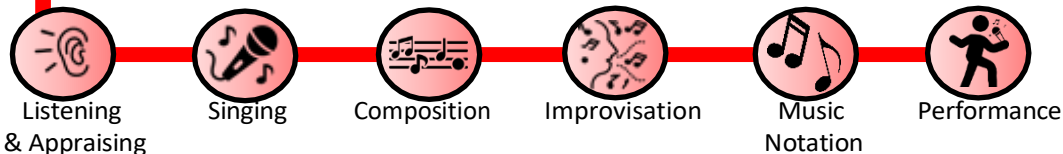
- Listening and appraising
- Singing
- Composition
- Improvisation
- Performance
- Music Notation (KS1 and KS2 mainly)

Singing is a developed area of the curriculum and the children have many opportunities to show they have progressed. In the EYFS, children take part in singing songs as part of **routines** and join in with **nursery rhymes** in unison. In KS1, children begin to use **pitch** and **dynamics** to take control of their singing voice in unison. In KS2, children begin to link the **pitch** of the singing with **music notation** and sing in rounds and call and response songs.

A Consistent Approach

The teaching of Music is taught through a high quality scheme of work called *Charanga* in partnership with Hounslow Music Service. *Charanga* is used by teachers from Reception through to Year Six to support in the delivery of a **progressive music curriculum**. Lessons are taught weekly and last between thirty minutes and one hour, depending on age and lesson content.

Key Skills





Implementation (continued)

Enrichment

Working in partnership with *Hounslow Music Service* many children learn how to **play musical instruments** taught by a specialist music teacher. Currently, the children are invited to learn the violin and/or guitar. Also, Spring Grove **Choir** meet once a week to practice singing different songs as a group and have regular opportunities to **perform** inside and outside of school. At the end of each term, parents and carers are invited to a **Showcase Assembly**, when children play their instruments and perform their songs that have been over the course of the term.

The Wonder Room

Named after Stevie Wonder, The Wonder Room is a **well-equipped** musical classroom set up for music lessons. The room is resourced with a variety of percussion instruments, including a piano. The main display board is divided into zones, so each class has their own **working wall** enabling learning to be easily recapped and supporting the learning of key vocabulary.

Strong Vocabulary Development

Key vocabulary is **reviewed** and **revisited** regularly and is on display in the Wonder Room. Vocabulary is **explored** and **developed** with teachers providing opportunities to explore new words and make links to known words. When vocabulary is written in Italian, for example, *piano*, teachers are expected to support the children with accurate usage and **pronunciation** of the word.

Reading in Music Lessons

Each term, classes receive a box of books from *Hounslow Library Service*. Teachers request books to provide reading material about specific artists, genres or eras of music for the children to further develop their musical knowledge.



Impact - How will we know we achieved our aims?



Children can perform with confidence using tuned and un-tuned instruments in solo, duet and group compositions.



Children can listen to a variety of different styles of music, from different eras and cultures, and identify the interrelated dimensions of music within them.



Children can control their singing voice whilst singing songs with different structures. Singing promotes self-worth and wellbeing within children.



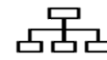
Children can explore sound through improvisation and explores the variety of sounds an instrument can make. They apply those sounds to their own rhythms



Children use music notation to record, on paper and using technology, their own compositions and recognise that the pitch of a note is shown on the staff by its position.



Children continue their love for music through to Key Stage Three, where they feel equipped to build on their skills and knowledge.



Unit Learning Structure

Each unit of learning generally lasts for around half a term, and explores a particular learning theme. Each lesson follows a progressive structure:

1. Listen and appraise focus
2. Singing
3. Improvisation and music notation
4. Composition and music notation
5. Performance

The key skills in Music are taught throughout each unit of learning and are **progressive** over the academic year, as part of our spiral musical curriculum.

Cultural Capital



Teachers choose musical styles to **inspire** and **motivate** the children in their class. Children enjoy exploring music from **different cultures** and **time periods** through cross-curricular projects and the *Charanga* scheme of learning. Each month a class research, celebrate and share their findings for a composer that has been identified in our **Composer of the Month** arrangement. Composers have been selected from around the world and different periods of time to further broaden our children's understanding of musical composition. Our music curriculum further develops children's **resilience** and **collaboration** as these values are necessary tools for composition and performance.

Events



To further develop children's **confidence** and **performance** skills opportunities are carefully planned for throughout the year. Classes have the opportunity to **perform** musically to their parents, carers and peers as part of their class Assembly. At Christmas, classes **collaborate** to learn and perform festive songs to the school community. Reception class perform songs during their Christmas Nativity production and Year Six perform during their leaver's Assembly.