

Music Statement

Tany's Dell Primary School

Autumn 2016

At Tany's Dell we see music as an important part of school life. We believe that all children should have opportunities to explore, communicate and express ideas through: listening to live (including professional performers) and recorded music, composing, performing (using singing, vocal and body sounds and instruments), notating, recording (on paper/audio/video/using IT resources), experimenting, investigating, evaluating and responding to music (through art, dance, language and other forms). Please also see our Teaching and Learning and Equalities Policies.

Our fundamental aims are that:

- Music is for all children to have access to and enjoy
- All children shall experience playing musical instruments and singing
- All children shall be given opportunities to develop their imagination
- Children should be allowed to develop the ability to listen attentively
- Children should be allowed to express personal thoughts and feelings about music
- Children should be given a wide breadth of musical experience
- Music which occurs in our school should reflect the world in which we live
- Music that children listen to and appraise should be a broad balance of different genres and styles from different cultures and times.

In addition to classroom based music, we recognise that the following enhance the core music curriculum:

- Music playing in the corridor and during assemblies (with informative accompanying powerpoints)
- Music playing in classrooms during working times
- Singing Assemblies
- Annual Christmas, Easter and Summer Concerts; Talent Shows and Class Assemblies
- Clubs such as Choir, Cheerleading, Recorders and Performing Arts
- Individual/Group lessons with peripatetic teachers
- Opportunities to perform with other Primary and Secondary Schools
- Encouraging and valuing parental contributions, in terms of demonstration, participation and spectating

Curriculum planning:

Our music curriculum seeks to develop the following strategies:

- Opportunities for the children to co-operate in the sharing and exploring of musical ideas
- Promoting and encouraging the use of musical vocabulary at all levels
- Providing continuity and progression in the teaching and learning of music

Musical activities will be planned in a way which ensures that children of all abilities and cultural backgrounds can participate fully and enjoy music. In the foundation stage, teaching is based on the Early Years Foundation Stage Curriculum and is implemented as part of 'Expressive Arts and Design' through themes. The National Curriculum sets out the required learning for children from Year One to Year Six. It is the basis for planning and teaching in Music and is implemented through a creative Tany's Dell curriculum themed approach, incorporating cross curricular links and making use of 'Charanga' alongside school written schemes and other available resources. The following page identifies our whole-school Music Curriculum Map, which ensures coverage and progression across the school.

Monitoring:

We have identified Key Performance Indicators (KPIs) for each year group that show us how well the children are performing compared to national expectations. The Music Leader then collates this information and uses that, as well as information from monitoring teachers' plans, lessons, children's work and performances to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Music Leader's action plan, which is part of the whole school development plan.

Music Curriculum Map - While we recognise that musical Units of Work should contain elements of all areas of the music curriculum, we have identified areas of specific focus for each term to ensure adequate coverage and progression.

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--|--|---|---|---|---|
| FS | Exploring different sounds that can be made by the body | Performing - Singing FS Nativity | Listening respond to sounds through talk, movement and drawing | Composing begin to create different effects on instruments add sound effects to a story | Appraising identify extreme contrasts in music listened to and respond through movement begin to use musical terms eg loud/quiet, fast/slow etc | Performing - Playing start and stop together begin to develop a sense of beat, using instruments or body sounds |
| | Appraising recognise loud/quiet, low/high, fast/slow, long/short sounds | Performing - Singing KS1 Performance | Composing story sound effects choose sounds from a given starting point | Listening responding through movement recognising sounds of instruments | Exploring sounds in the environment changes in sounds | Performing - Playing performing in groups using percussion instruments |
| 1 | Listening responding to musical characteristics through art and dance | Performing - Singing KS1 Performance | Appraising how changes in pitch, tempo and speed effect the mood | Exploring create rhythmic and melodic patterns how sounds can be made and changed | Composing choose and order sounds within simple structures represent sounds with graphic symbols | Performing - Playing playing with an awareness of others performing simple accompaniments |
| | Performing - Playing reading simple rhythm notation maintain a melodic or rhythmic ostinato follow simple directions | Exploring investigating timbre | Listening listening to longer pieces with concentration identify repetition in music | Performing - Singing LKS2 Performance | Appraising using musical language to describe and respond to music heard eg tempo, dynamics, timbre etc | Composing rhythmic accompaniments for songs music that tells a story or paints a picture |
| 2 | Performing - Playing using tuned instruments with increasing confidence and accuracy beginning to play by ear perform to an audience | Listening identifying repeated phrases in music listened to identifying metre | Exploring creating sounds for particular effects music that describes feelings or moods | Performing - Singing LKS2 Performance | Appraising recognise the combined effect of layers of sound recognise music from different times | Composing compose simple melodies from a selected group of notes compose music that has a recognisable structure |
| | Listening distinguish differences between timbre and texture between a wide variety of instruments and instrumentation | Performing - Playing perform in mixed groups to an audience with confidence play by ear on pitched instruments, recognising extended phrases and melodies | Appraising use musical vocabulary to talk about music from different times and places | Exploring recognise concord/discord when exploring groups of notes eg chords understand scales such as pentatonic,rag and blues Use ICT to record and manipulate sounds | Composing create own songs reflecting on meaning of the words use a range of symbols (graphic+conventional) to record compositions | Performing - Singing UKS2 Performance |
| 3 | Listening recognise and identify features of expression (phrasing, melody, dynamics etc) in live or recorded music | Performing - Playing read and play with confidence from conventional notation maintain own part on a pitched instrument in a small ensemble know what makes a good performance | Appraising use musical vocabulary and knowledge to discuss music from a variety of sources, cultures and traditions develop an understanding of the history of music | Exploring develop ideas using musical devices ege question+answer, ostinato etc use characteristics of different musical styles | Composing arrange a song for a class performance using appropriate pitched and unpitched percussion compose music that reflects given intentions(link to explore) Use ICT to compose a 'soundscape' | Performing - Singing UKS2 Performance |