

# Music

At St James C.E Academy, we aim to develop children who can....

Can sing and use their voices to create different effects.

Take part in performances.

Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.

Enjoy and have an appreciation for music.

Use a range of musical language

## How music is taught

To ensure pupils develop a secure knowledge that they can build on, our curriculum follows a progression model, which outlines the knowledge, skills and vocabulary to be taught in a sequence. The Charanga music school scheme provides week by week lesson support for each year group in Key stage 1 and 2

## Units of work

Each Unit of Work comprises of three strands of musical learning, which correspond with the national curriculum for music:

### Listening and Appraising

#### Musical Activities

Warm-up Games, singing, playing instruments, improvisation and composition.

### Performing

## Instrument Instruction

Year 2	Wider opportunity - Percussion	Summer term
Year 3	Wider opportunity - Glockenspiel	Spring term
Year 4	Wider opportunity - Violin	All year
Year 6	Wider opportunities - Glockenspiel	Autumn term

## **Performances**

Through class assemblies, and key stage performances, children showcase their performing skills and experience performing to an audience.

### Annual

Nativity - EYFS and year 1

Easter story - Year 2

Summer concert years 3,4, and 6

Leavers concert - Year 6

### Musical Experiences 2022/23

Singing for the community- Harvest breakfast at St James Church

Singing - Carols at the old school

Singing for the community - Carols at Sutton Care home

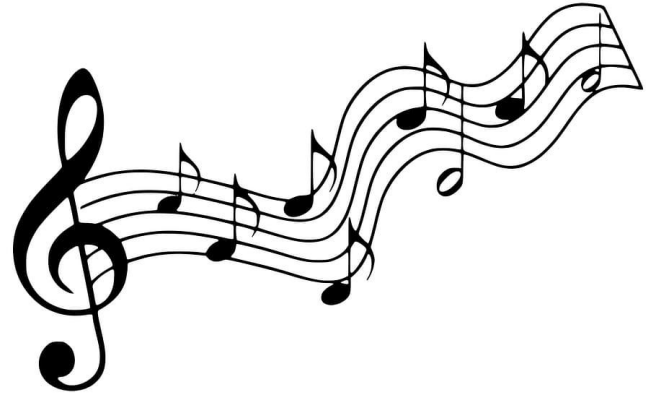
Live performance - Geoff Rich, Drummer with Status Quo

Violin Performance - Summer concert at the Bonus arena, Hull.

Singing - End of year concert (years 3,,4,5)

Singing - Year 6, End of year performance

Singing for the community - Redwood Glades Retirement Complex



# What is being taught at each key stage?

## **Nursery**

Children have access to musical instruments in the continuous provision, which is enhanced with new resources/rhymes. During adult directed time, children learn the rhymes of the week, sing at the end of each session and hear music as they move between activities. They also use tidy up music. During teaching of phase 1 phonics, children learn rhymes, rhythms and use musical instruments to tune into sounds.

## **Reception**

In adult directed activities, children learn new rhymes and songs and listen carefully to pieces of music to identify pulse/beat. They begin to identify musical instruments being used in a piece of music. Children learn about and begin to talk about pitch and tempo. They are coming more confident to sing and perform with musical instruments. Children have access to a range of musical instruments in the continuous provision.

## **Key stage 1**

In Key stage 1 children use their voices expressively and creatively by singing songs, rhymes and speaking chants. They play tuned and untuned instruments musically.

They listen with increased concentration to a range of musical styles.

They begin to experiment with, create, select and combine sounds using the interrelated dimensions of music.

## **Key stage 2**

The children in key stage 2 play and perform in groups and solo by using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

They improvise and compose music for a range of purposes using the interrelated dimensions of music.

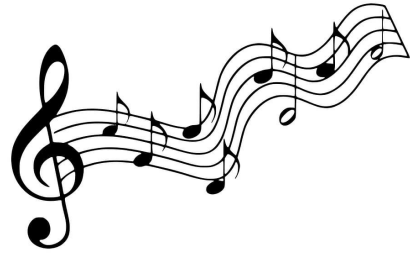
They listen with attention to detail and recall different sounds with increasing aural memory.

Read musical notation on stave with increasing accuracy.

Appreciate and understand a wide range of music from different traditions, composers and musicians.

Develop a history of music

## Progression through each key stage...



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## What does Assessment Look Like?

Throughout key stage 1 and 2, Children's knowledge, understanding and skills in music are assessed by making observations of the children working during their music lessons.

Teachers use this ongoing assessment to plan next steps and make adaptations.

Teachers regularly recap on previous learning to ensure children retain knowledge in their long term memory.

Teachers also share knowledge organisers with the class, which enables the children to answer questions at the end of the lesson and self evaluate.

Feedback is regularly given by the teacher, which is linked to the unit outcomes.

Teachers use an assessment document for each unit of learning, which highlights the vocabulary children should be using, musical activities they will have completed and the elements of music they will have covered.

Teachers use IPADS to record performances

Regular opportunities for pupil voice and drop ins are built in so that the music lead can judge effectiveness of the curriculum.