



## **Subject Philosophy: Music**



Our MUSIC curriculum supports and supplements the delivery of the national curriculum, by providing a bespoke enquiry led context for learning, which provides:

- Meaningful links in learning following a theme based approach
- Broad and balance coverage across a range of subjects
- Purposeful experiences that bring learning alive through visits and visitors
- Opportunities to respond to the needs and interests of our pupils
- a local, national, international dimension
- a response to the continually evolving educational perspective

We intend our MUSIC curriculum to develop the whole child by encouraging the attitudes for learning that are displayed through:

- A resilience and resourcefulness in learning, where all children are confident to make mistakes and try new approaches
- An active contribution in lessons, by posing questions, evaluating their findings and sharing resources, ideas and thoughts
- Respect and consideration towards others and the learning environment
- Working happily and productively on their own, or with wider pupil groups

### **We intend to teach MUSIC with passion and strong subject knowledge:**

- To create enjoyment and pleasure in music across a range of historical periods, genres, styles and traditions
- To instil an appreciation of the work of great composers and musicians.
- To enable children to understand how music is produced
- To create opportunities for singing, composing and playing musical instruments
- Hold an appreciation for the creative arts through learning about past and present trends.
- Encourage children to initiate their own learning and research, so they are able to explore and experiment with musical sounds with confidence,
- Create composing and performing activities for children of all abilities, making systematic and careful observations
- Underpinned by appropriate use of I.T.

### **Through our MUSIC curriculum we:**

#### **Teach the skills of:**

- Listening
- Evaluating
- Performing
- Composing
- Producing
- Playing instruments



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### Subject content

<b>Key Stage 1</b>		
<b>Subjects</b>	<b>Year 1/2 Aspect</b>	
<ul style="list-style-type: none"> <li>• Listening</li> </ul>	<b>Music from different times and cultures related to topic themes</b>	
<ul style="list-style-type: none"> <li>• Evaluating</li> </ul>	<b>Music appreciation</b>  <b>Identifying different sounds and instruments</b>  <b>Expressing likes and dislikes</b> <b>Talking about the mood of the piece</b>	
<ul style="list-style-type: none"> <li>• Performing</li> </ul>	<b>Rap writing, singing songs</b>	
<ul style="list-style-type: none"> <li>• Composing</li> </ul>	<b>Rhythm to accompany familiar tunes</b> <b>Changing the lyrics of familiar tunes</b>	
<ul style="list-style-type: none"> <li>• Producing</li> </ul>	<b>Electronic music- keyboards – electronic sound effects, IT programmes.</b>	
<ul style="list-style-type: none"> <li>• Playing instruments</li> </ul>	<b>Percussion and body percussion.</b>	
<b>Key Stage 2 -</b>		
<b>Subjects</b>	<b>Year 3/ 4 Aspect</b>	<b>Year 5/6 Aspect</b>
<ul style="list-style-type: none"> <li>• Listening and Evaluating</li> </ul>	<b>Music from different times and cultures related to topic themes</b> <b>Critical thinking skills – discussing ‘why’ a composer chose a mood or specific instruments, and what the title signifies</b>	<b>Music from different times and cultures related to topic themes</b> <b>Higher order questioning</b> <b>Historical context</b> <b>Geographical context</b>
<ul style="list-style-type: none"> <li>• Performing</li> </ul>	<b>Soundscapes and sound effects using body percussion, voice and percussion instruments</b>	<b>Soundscapes, sound effects for silent films or poems, apps on iPads, Percussion instruments</b>
<ul style="list-style-type: none"> <li>• Composing</li> </ul>	<b>Soundscapes with simple notation</b>	<b>Soundscapes with graphic scores</b>
<ul style="list-style-type: none"> <li>• Producing</li> </ul>	<b>Electronic music- keyboards -electronic sound effects, ICT programmes where appropriate.</b>	<b>Electronic music- keyboards -electronic sound effects, ICT programmes where appropriate</b>
<ul style="list-style-type: none"> <li>• Playing instruments</li> </ul>	<b>Percussion, string and keyboards. Children given opportunities to learn an instrument- either in small groups, clubs or recorder lessons.</b>	<b>Percussion, string and keyboards. Children given opportunities to learn an instrument- either in small groups, clubs or recorder lessons.</b>



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### Assessment and expectation

*We are committed to the belief that the nature of open ended tasks allows pupils to be driven by their own curiosity, deepens their understanding and enables all children to fulfil their potential leading to greater performance.*

At Essendine, our expectation is that all pupils will at least meet age related expectations as prescribed in the new national curriculum September 2014, but will be challenged to achieve greater than this.

Where pupils are falling behind, work will be undertaken to close the gap including differentiation in planning, use of key/target questioning, small group work and teacher intervention. These strategies encourage all pupils to have access to history learning, gain in confidence and share ideas with each other.

### **Assessment of Music**

A range of assessment evidence will be collected to support teacher's judgement and will include:

- Photographs
- Recordings
- Ongoing assessment tasks
- Pupils' discussion and consultation.
- Performances

### **Exceptional performance**

Pupils explore ideas, critically evaluate relevant information and make connections between representations in different genres, styles and traditions.

They initiate research, and document and interpret information in musical ways appropriate to their purpose and audience.

They exploit the characteristics of materials and processes to develop ideas and meanings and realize their intentions.

They extend their ideas and sustain their investigations by responding to new possibilities and meanings.

They identify why ideas and meanings in others' work are subject to different interpretations, using their understanding to extend their thinking and practical work.

They communicate their own ideas, insights and views.



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### **Key questions to ask pupils.**

#### **Recordings**

- What condition is it in?
- When do you think it was recorded?
- When do you think the piece was composed?
- Which country do you think it came from?
- What is the mood of the piece?
- What can you hear?
- What do you think is happening in this piece?
- Which instruments do you hear?

#### **General**

- What do you want to learn about...?
- What have you learnt about...?
- What skills have you developed

#### **Monitoring**

The phase leader will liaise with the subject leader to ensure monitoring is being undertaken and recorded.

The Subject leader will:

- monitor lessons, provide feedback and support,
- provide training sessions to ensure subject knowledge is accurate,
- attend CPD courses,
- Monitor the budget and order resources where required.

Governors will liaise with the Subject Leader to support improvement planning processes and be aware of standards.

#### **Partnerships**

We engage with the local community through performances at different events throughout the year. With liaison with the Tri-borough Music Hub.

#### **Parents**

Essendine positively promotes and encourages parents to support the work of the school in developing a love of Music. This can be done by inviting parents into Music workshops, watching performances and productions, awareness of our program on the website, newsletters and newspaper. An outline of the Music to be studied in a term is also detailed in the Parents' Information meeting. .