

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

Subject content

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

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.

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

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, reading historical texts to children and taking children to museums. An outline of the Music to be studied in a term is also detailed in the Parent's Information meeting.