

Curriculum Leadership – Subject Vision

Subject / Curriculum Area: Music

Vision

At Dovers Green, we are committed to providing a rich range of musical experiences for our children. Through engaging and varied opportunities, as well as access to high quality resources, we aim to provide an enjoyable, stimulating curriculum that enables children to become confident musicians. Music is an integral part of school life and our aspiration is that every child develops a lifelong love of music.

What does this subject area offer the Dovers children?

Music offers the children the opportunity to develop their skills in using their voice in different ways, such as singing, chanting and rhyming. They listen to and experience a range of musical styles and are exposed to different instruments. The children are given opportunities to explore how music is created and to collaborate with their peers, through composition and performance.

How does this subject enhance the curriculum?

When music permeates the school curriculum, it has a positive effect on all aspects of a child's learning and plays an important role in increasing emotional well-being and confidence. Music can be easily linked across the whole curriculum, to enhance any topic being taught.

What use is it to children later in life?

Music equips the children with life skills which will help them in many other areas of learning, such as developing memory, developing a growth mindset, increased co-ordination, giving a sense of achievement, learning to recognise patterns and developing team work skills. Music can reduce feelings of anxiety or stress, help to regulate emotions, improve concentration and enhance the way that children can process language and speech. A high quality musical education develops many skills which can be transferred into all aspects of adult life.

What are the main skills and knowledge (overarching objectives) to be focused on?

Children need to be able to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

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Intent

What is being taught?

EYFS:

In EYFS, the music curriculum comes under the 'Being Imaginative and Expressive' strand and is mainly taught through continuous provision activities. Children are taught to sing a range of well-known nursery rhymes and songs, encouraged to perform songs and rhymes and when appropriate, try to move in time with the music. Children learn to play simple percussion instruments, and start to learn about different rhythms and the volume of music (dynamics). They are taught to use pictures to match different instruments.

Key Stage One

Skills and knowledge across Key Stage One have been split into Year 1 and Year 2:

Year 1:

In Year One, children are taught to use their voices in different ways and are taught to know the difference between singing and chanting. They are taught the names of different instruments, as well as how to hold and play an instrument correctly. The children learn how to keep a regular, steady beat. Children are given many opportunities to learn how to actively listen and respond to music and are encouraged to give an opinion about different types of music. In Year One, the children learn about three composers and three linked genres of music: Blues/Jazz - Louis Armstrong; Country Music - Dolly Parton and Reggae Music - Bob Marley. Children explore sounds, through listening to and playing different instruments, and they learn how to record a musical composition using pictures to support. They begin to learn about the different elements of music, with a particular focus on Pitch, Duration and Structure, as well as building on the children's knowledge of Rhythm and Dynamics from EYFS. Children are also taught technical language, linked to different musical learning. They are taught how to perform and improve their musical compositions. They are taught to use musical notations and we introduce a 'music map', which shows pictures to match the group of instruments being played.

Year 2:

In Year Two, children continue to explore how to use their voices in different ways, and they learn the difference between singing, chanting and speaking. They learn to use their voices creatively and with expression. Children continue to learn about different musical instruments, and in year two, they explore a wide range of tuned and untuned instruments. They learn how to hold and play instruments correctly and how to create and play different rhythms. The children continue to learn how to actively listen and respond and they are exposed to a wider range of music from different historical periods, genres, styles and traditions. In Year Two, the children learn about three composers and three linked genres of music: Gospel/Soul - Aretha Franklin; Classical - Antonio Vivaldi and Roll 'n Roll - Elvis Presley. Children are taught to record a musical composition using pictures and symbols and continue to develop their knowledge of the elements of music, with a particular focus on the terms: Timbre, Texture and Tempo, as well as building on their knowledge of the elements learnt in EYFS and Year One. They learn how to perform and improve their musical compositions. They continue to be taught to use 'music maps', but are then introduced to a musical grid to show the layers of music, and when different instruments are being played.

All teachers use 'Charanga' online to support the teaching and learning of music, and the use of technology is encouraged across every year group.

How does it cater for PP/SEND and higher attainers?

Historically, the Pupil Premium children and SEND children have achieved the expected level, with a small number achieving above expected. Music is taught using many visual resources, and is very 'hands on', which supports the learning of these vulnerable groups. Many elements of musical learning are open to an individual's interpretation, for example, when listening to a musical piece and giving an opinion, or creating a composition, and this helps to support the development and progress of these children. Higher attainers are extended through higher level questioning, and challenging their creative thinking.

Implementation

Learning in Music follows a whole school overview that has split the Key Stage 1 curriculum into age appropriate skills for each year group. Planning is both discrete and cross-curricular. Children are taught the skills and then apply this to their topic learning. In Key Stage 1, Music is taught in block weeks each term. Block weeks are an effective way to teach in the classroom because it allows the children to become fully immersed in that subject for a sustained amount of time. It is also easier to plan a sequence of lessons and to adjust and adapt them in the moment for that week depending on how the children's knowledge and understanding develop through the week. Block weeks also allow all subjects to have an equal amount of teaching time through the year. The learning is also differentiated with further support and a challenge for those that are demonstrating a deeper understanding of the skill being taught. Planning in Early Years follows the statements from the new Development Matters and links to the topic learning they are doing, though occasionally it is taught more discretely. Music provision in Early Years is available during continuous provision activities and opportunities are planned in specifically.

Across the Key Stage, the curriculum skills have been differentiated according to guidance from training and ensures all the skills are covered and revisited across the two years. Guidance is taken during termly network meetings to review what is being taught as well as for developments in the subject.

Music provision is carefully monitored, through planning scrutiny, lesson observations and providing subsequent feedback, book looks (if appropriate), pupil voice interviews and learning walks. After any further training or developments in Music, these are shared with other staff during staff meetings. Support and guidance are also provided to staff with planning or resources as and when required.