

Music at Kempsford

At Kempsford Primary, we want to inspire children through exposure to a vast range of Music and help them to grow and nature a life time love and understanding of Music. We want our children to be the best Musicians they can be by listening to and appraising music, engaging in different musical activities such as finding the pulse of a piece of music or improvising their own music and performing to others. We also want to actively promote a love of music and singing through the curriculum and seek to identify opportunities where we can incorporate our RISE vision and STRIKE learning skills. This includes showing respect towards instruments and peers when composing, trying to improve their skills, succeeding and excelling in their learning. Teamwork is the STRIKE skill most incorporated through composing with peers and small groups, as well as speaking and listening as listening and appraising and discussing the music they are engaging in is at the heart of lesson design.

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Date developed May 2020	Review date: July 2020	Subject Leader: Miss Allanach	
Intent	Research	Implementation	Impact
To build a curriculum that develops progressive skills across the mixed age year groups and results in acquisition of secure musical knowledge and improved well-being.	The Education Endowment Fund (EEF) have evidence-based research that through participating in the arts has positive impact and improved outcomes in the core subjects of English, Maths and Science. Their research has also suggested that arts education has greater effect on average for younger learners and in some cases disadvantaged pupils. They believe that wider benefits attribute themselves to including more positive attitudes to learning and increased well-being.	<p>Assessment</p> <p>Teacher's assess children's understanding in Music as part of their on-going teaching and formative assessment and assess this using SIMS at the end of each unit. The data from SIMS is analysed in order to inform the next steps for improving and developing the children's learning prior to the next unit they engage in.</p> <p>Skills progression and rolling programme</p> <p>A document has been created outlining the progression of skills from EYFS to Year 6. This will ensure that the skills progress in well pitched succession and Teachers can ensure they are covering intended skills through their Music teaching. The rolling programme indicates the Charanga scheme units to be taught each year and ensures there are opportunities to develop the skills mapped out within each of them.</p>	Children will achieve age-related expectations in music at the end of their cohort years. They will have a deep understanding of music and secure understanding of the different strands of music outlined in the skills progression document.
Deliver weekly singing assemblies to ensure that all	The Sing Up Foundation have completed research	Singing Assemblies	Children will regularly engage in singing through

<p>children have regular opportunity to sing expressively and perform with their peers.</p>	<p>to analyse the benefits that singing has in education. The summary of their findings is that singing has positive impact and benefits upon children emotionally, socially, behaviourally and physiologically.</p>	<p>Children engage in a singing assembly once a week led by the Music lead with a member of the community supporting by playing the Piano for accompaniment. In these assemblies, we sing hymns that link to the key value of the term and also those that link to key celebrations in the School year like Christmas and Easter. Through singing different hymns, it provides a contrast to the different musical genres the children will come across in their Music lessons. We recognise the benefits that singing can provide to health and wellbeing so we intend to provide as much opportunity as possible to promote singing for the wellbeing of our pupils.</p> <p><u>Sing Up Day</u> Sing Up is an organisation that aims to promote a love of learning and singing and each year they hold a Sing Up Day. Each year the day has a different theme such as 'There's a power in the music' and it involves the children learning and performing a new song with actions and engaging in a variety of music and PSHE activities throughout the day. The children always highly enjoy this day and it is a great way to connect Music to other areas of wellbeing and supporting British Values.</p>	<p>their schooling and in result become confident in singing and in their understanding of how singing can have positive affects on their mental and physical wellbeing.</p>
<p>Ensure that all children have access to different musical instruments across their schooling in order for them to have the experience of playing both tuned and untuned instruments.</p>	<p>Forster and Eperjesi (2020) express the need for children to have the opportunity to experiment with different instruments including the voice as this will allow children to explore the variety of notes, tones and sounds that can be produced, as well as exploring how different sounds from different instruments can be combined to create musical effect.</p>	<p><u>Whole Class Tuition from Make Music Gloucestershire</u> Each year we ensure that two classes receive a 10 week block tuition of a musical instrument from Make Music Gloucestershire. We do this on a rotation so that EYFS and LKS2 learn an instrument one year, then KS1 and UKS2 the following. This ensures that children have access to learning 4 different instruments during their time at Kempsford and build a growing awareness of the skills needed to play different kinds of tuned or untuned instruments.</p> <p><u>School instruments</u> Glockenspiels and recorders are available to be used in conjunction with the Charanga scheme. The School also has various percussion instruments to ensure a range of instrument exposure.</p>	<p>Throughout their music education, children will develop their control and use of different instruments. They will show that they understand how different sounds can be produced or changed and utilise this knowledge when they begin to improvise and compose their own music.</p>

<p>For children to have knowledge of different genres of music and be able to express their opinions about music sensitively, using musical terminology accurately and appropriately.</p>	<p>Holt (1992) discussed how listening to music of different genres several times enables listeners to become familiar with the 'shape' of the music and to listen for different instruments. It also supports identifying the mood for different pieces of music.</p>	<p><u>Two year rolling programme</u> A two year rolling programme has been built with units from the Charanga scheme that will ensure children have experience of and opportunities to learn about different music genres. Opportunities are planned in the teaching sequence for them to appraise the different genres and express their opinion about them.</p> <p><u>Using key vocabulary</u> In the Music skills progression document, the key vocabulary to be incorporated for each year group has been made explicit. Teachers will use this vocabulary when teaching to support children in using musical terminology appropriately when discussing the music genre they are learning about.</p>	<p>Children will be able to identify and discuss different music genres. When they do so, they will be able to talk about what they both like and dislike about the music and consider what they might change or alter. They will also understand the need to change the notation or instruments they use to create different desired effects.</p>
<p>For children to work collaboratively with peers when exploring and composing music</p>	<p>Forster and Eperjesi (2020) actively promote seeking opportunities to develop collaborative skills in Music learning and suggest that Teachers should overtly model collaborative learning as part of the teaching and learning process.</p>	<p><u>Collaborative learning</u> Opportunities are embedded in the units the children learn to compose and improvise collaboratively. This will be pitched at an age-relevant expectation, for example in KS1, children might work with a partner to take it in turns to come up with and change clapping rhythms where as by the end of KS2 children will be able to compose their own piece of music in partners or a small group using specific notation they have been taught for a specific purpose. Teachers will model the collaboration process, again at an age-relevant pitch to ensure that children become confident in working collaboratively, particularly when needing to resolve disagreement and conflict. This complements our STRIKE learning skills, as the children have to speak and listen encouragingly with one another, display strong teamwork, have a can do attitude towards collaborative learning and ultimately research and evaluate the decisions they are making.</p>	<p>Children will become proficient in and develop effective collaboration skills at every learning stage that will support them in their music education. Children will be able to transfer these skills into other areas of their learning, such as solving a Maths problem with a peer and so on.</p>
<p>For every child to rehearse and perform in a musical production or performance of some kind during the School year as we feel that these experiences are beneficial in</p>	<p>The National Curriculum states that 'Music is a universal language that embodies one of the highest forms of creativity' (DfE, 2013:196) and</p>	<p><u>Extra-curricular opportunities</u> We take part in Young Voices each year with a group of Key Stage 2 children and other Schools in our local cluster. This involves the children learning and performing songs with hundreds of other School choirs in a large venue to an audience. We also seek opportunities where we can sing with a small choir at local events, such as fairs and other fundraising</p>	<p>At every stage of their learning, children will develop key performance skills that will over time positively develop their confidence and self-</p>

<p>developing pupils confidence and self-esteem. We believe that modelling and supporting children in how to perform in front of their peers is highly important as we know that these skills will be required in some way later in their lives.</p>	<p>therefore implies that being involved in musical performances are life-enhancing experiences. Forster and Eperjesi (2020) compliment this by suggesting that being a part of a choir or playing an instrument in a band gives the feeling of being connected to others and ultimately being part of something that is bigger than oneself.</p>	<p>opportunities. For example, a small choir of children from mixed years performed in the village hall prior to the viewing of the Royal Wedding of Harry and Meghan.</p> <p><u>School performances</u> Children in KS1 and the Hive (Early Years) take part in a Nativity performance combining acting with singing and actions , collectively in Term 2. KS2 also have a Christmas Performance which incorporates traditional carols and hymns. In Term 6, children in KS2 also produce an end of year play that incorporates children singing or playing musical instruments.</p>	<p>esteem. This will provide the children with skills that are transferrable to other areas of their lives, such as competing in sporting events and so on.</p>
<p>Create opportunities for the children to showcase their music learning to other classes or to parents and family when relevant.</p>	<p>Research as in previous intent statement.</p>	<p><u>Performing at the end of the learning sequence</u> We strive for our children to take pride in their performance and achievements and as such plan opportunities for them to present their final learning to others. At the end of terms where Charanga units have been explicitly taught, Teachers will arrange for them to perform either to another class, all classes and parents at their discretion based on their on-going assessment of how the children are developing and achieving the skills being taught.</p>	<p>Children will become confident in performing in front of others, which will have benefits to other aspects of their schooling and later life when presentation skills are required.</p>
<p>To welcome independent music tutors into School to offer individual or group paid tuition to some pupils who express interest.</p>	<p>(See Forster and Eperjesi (2020) research in access to musical instruments intent section)</p>	<p><u>Peripatetic Teachers</u> Kempsford welcomes a range of peripatetic Teachers, which currently includes guitar, drums, piano, ukulele and singing tuition. Children are given the opportunity to engage in these paid tuition sessions from Year 2 onwards. We work collaboratively with peripatetic Teachers to arrange assemblies where the children present the skills they have learning to develop their confidence and also provide practice for those who decide to complete formal music examinations.</p>	<p>Children will have the opportunity to engage in sustained instrument study and in result develop proficient skills in the playing of a specific instrument.</p>
<p>To provide Musical trips and visits during the year in order</p>	<p>Forester and Eperjesi (2020) having reflected on</p>	<p><u>Cultural capital – Music trips</u></p>	<p>All children will receive opportunity to develop</p>

<p>to provide rich musical experiences to all pupils.</p>	<p>a wide range of literature emphasise that children should be provided with opportunities to experience a wide-range of high-quality experiences to provoke their curiosity and raise expectations. They encourage exposure to lots of different artists performing live in addition to just listening to music. They also acknowledge in their findings that children's 'music capital' will be significantly related to socioeconomic issues so it is even more important to give as much opportunity for developing all children's 'music capital' as possible.</p>	<p>We visit the Cheltenham Music Festival each year and engage in the educational workshops and performances they offer. This provides an opportunity for children to experience being an audience member of a live professional concert and even have the chance to try and play some of the instruments used during the concert with musical professionals.</p>	<p>their 'music capital' and some or many children will develop curiosity and a desire to engage with music opportunities further.</p>
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Teaching and learning in Music

INSERT MEG'S EYFS BIT HERE.

Using the Charanga Music Scheme

We follow Charanga's suggested scheme of work for mixed-age classes by using a two-year rolling programme. Each lesson follows the same structure of:

- Listening and appraising
- Musical activities
 - a. Warm-up games
 - b. Optional flexible games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
- Performing

The Scheme provides a comprehensive set of resources that shows the progression within year groups, key vocabulary to teach, support for assessment, cross-curricular links and a cultural and personal development log which Teachers use for every child.

The Scheme also offers YUMU, which is an online platform for children to engage in Music at home. Every child is given a personal login and Teachers can set tasks based on their learning that can be completed in the home environment. It also includes basic instrumental classes for a range of instruments, so for those children who do have instruments at home, it provides them with further opportunity to practice and develop their skill.