

Curriculum Booklet

Music





Why is Music important ?

Music is very important aspect to our children's curriculum us here at Bredbury St Marks as music is "the art of combining tones to form expressive composition; any rhythmic sequence of pleasing sounds." However, music is so much more than that definition; music is in everything around us. Music can be found everywhere in our world. It helps people find themselves, and helps them through hard times that we all face in our lives. Music gives us a way to express ourselves and show how we feel inside ourselves that we don't usually let people see. Music is important in our world, as well as in our lives, and here are some reasons why:

1. A Way of Expression

Music gives people a way to express who they are inside through many different forms. Whether it be being a musician (singer, rapper, instrumentalist), being in a band with other people, teaching music to other people, or anything that you can think of, you can be exactly who you are or who you want to be through music.

2. A Way of Communicating How We Feel

Music also helps people communicate how they feel inside when they just can't find the words to say it. Sometimes, in our lives, it is difficult to say how we feel to other people, but with music we find the words that are missing and the messages that we are trying to tell people. Music is important because music helps us find the words we can't say.



3. Music Brings People Together

Music can bring people in our world together in many ways. Whether it be through the same taste in music, or the willingness to try something new, or even performing music with others. Many people like the same genres or styles of music that are out in the world right now. Being a part of a choir, band, or any kind of group is another thing that uses music to bring people closer to one another as well. Music is important because it brings people together in the world.

4. Music is in Everything

Music is everywhere in our world and music relates to everything as well. Music is in all of our histories starting from the beginning. It is also in science and mathematics in many ways, as well as in everything else. Without music we would not have anything, life would be boring and dull. Music is important because it is everywhere around us in the world.



How is Music taught?

Here at Bredbury St Marks the children participate in a weekly session taught by a class teacher using a scheme of work called "Charanga"

Charanga provide teachers with week-by-week lessons for each year group.

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

Listening and Appraising

Musical Activities

Warm-up Games

Optional Flexible Games

Singing

Playing instruments

Improvisation

Composition

Performing

As well as making sure we teach the concepts of pulse, rhythm, pitch, dynamics, temp, timbre, structure, texture and notation.



How is Music taught?

Charanga enables our children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Learning progression

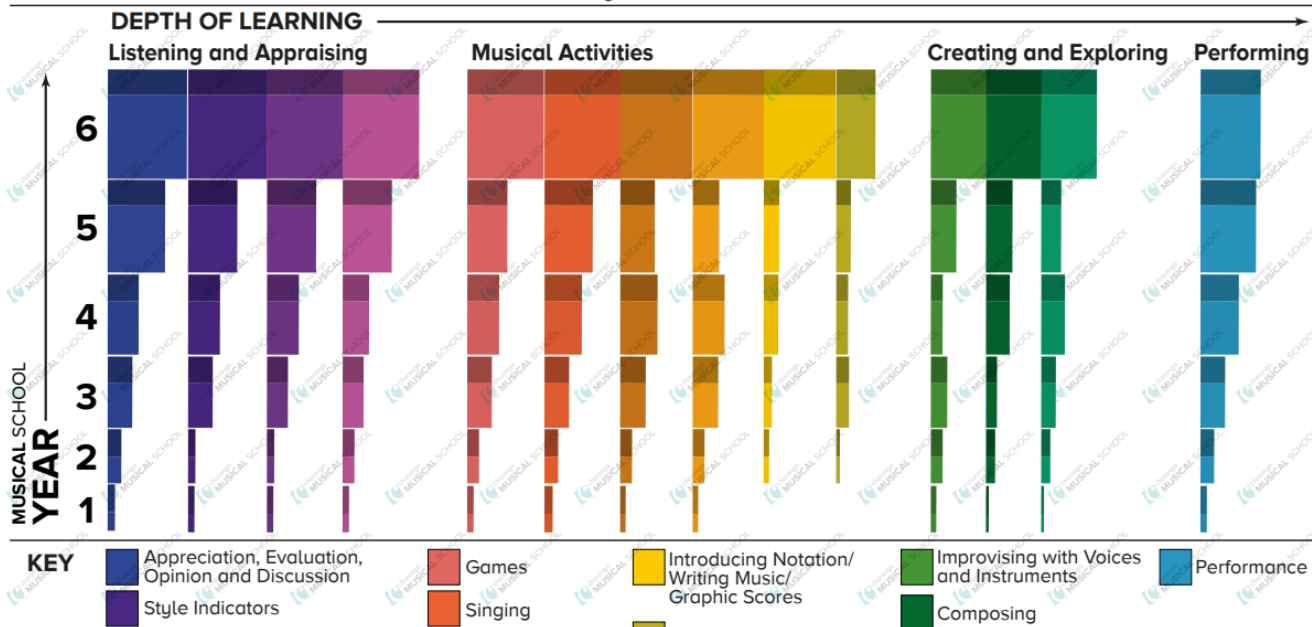
Depth of learning through Charanga Musical School

National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



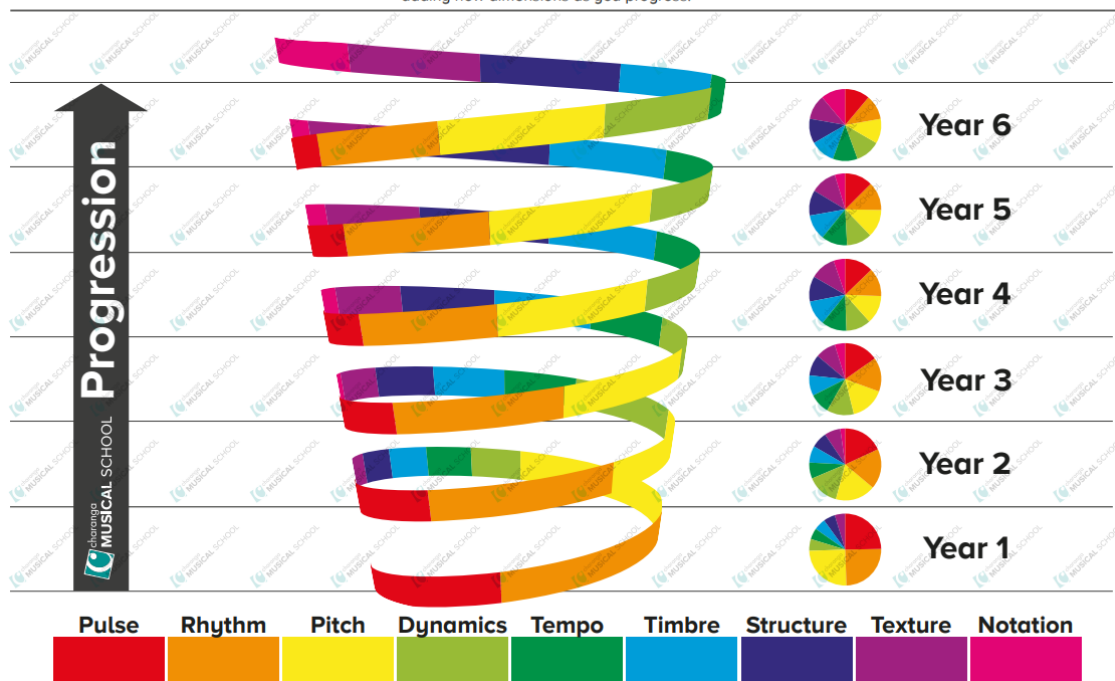
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.





Assessment of Music

Assessment are made for the skills and ability the children are taught throughout the year.

Class and individual pupil assessments are carried out termly and the Music lead analyses the data to look for strengths, areas of development or any professional development opportunities. The children are graded to be emerging, developing or secure. Children who are regarded as being exceeding would be acknowledged to the Music Lead and added to their register.

The feedback you will see in our Music sessions is verbal, through discussions with the children about their own work and that of others. Asking a variety of open questions to allow the children to evaluate their own learning.

The children self and peer assess their achievements against the lesson objective, the teacher will then mark against the same objective.

The Music lead gathers pupil voice to inform our planning and future learning of skills and knowledge.

We collect summative assessments at the end of every term and year to analyse cohort and individual children's progress of knowledge and skills an abilities.

This demonstrates where children are in particular skills or knowledge assessing them as well below, emerging or expected.



Music Class Assessment Grid - Excel

Andy Spreckley AS

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Name		Listen			Play			Sing			Compose			Perform						
2	Aleena																				
3	Amaria																				
4	Amelia																				
5	Charlotte																				
6	Faith																				
7	George																				
8	Isabella																				
9	Jacob																				
10	Jenson																				
11	Lexi																				
12																					
13	Millie																				
14	Nova																				
15	Robbie																				
16	Ruben																				
17	William C																				
18	William R																				
19																					
20																					

Key

- Well Below
- Emerging
- Expected



Parental Involvement

We are passionate about involving our parents in their child's curriculum and learning and therefore like to inform them as much as possible about the areas of Music we cover and the skills and knowledge they learn.

We have created opportunities within the year for parents to come and view their children's skills and abilities through class assemblies, Music Days and choir events. This allows the children to view their peers work as well as sharing their achievements with their parents. The children also enjoy looking at the future activities and being inspired to the skills and music they will be covering in the higher year groups.

We also gather parental voice to enable us to find out how best to support our parents and what they feel comfortable being involved with and how best to share their child's progress and achievements.



Special Educational Needs

For any pupils who require different support, art lessons may be adapted in the following ways in order to help meet the needs of individual or groups of children by:

- Having appropriate levels of adult support / guidance.
 - Ensuring the child are at the front when modelling a skill/technique. Allow the children some free time to explore and experiment with the resources.
 - Showing the children the resources to be used before the lesson begins.
 - Supporting with or different methods of recording any written ideas.
 - Giving extra time to complete lessons.
 - Providing a quieter space to complete lessons.
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- The objectives for the lesson may be adapted to set suitable learning challenges and goals.
 - To ensure appropriate workspace, including easy reach of resources and address any lighting issues if needed.
 - To use different coloured paper to provide printed work on.
 - To use visual, aural and kinaesthetic teaching methods used to help appeal to all learning types.
 - To recap skills learnt in previous lessons and revisit key points.