



Be . Build . Become

Music

Our Music Curriculum

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum)

Music teaching at Bloxham CE Primary School aims to follow the specifications of the National Curriculum, providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Bloxham Primary we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

The primary aim of our Music curriculum is to progress all pupils by enabling them to:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.

We incorporate the values of our school into our music curriculum by making sure we are **inclusive** of all abilities ranging from pre-existing musical abilities to gross motor and fine motor physical abilities, including sensitivities to stimuli heightened by exploring music. Students show a **caring** attitude towards each other and where their peers are in their learning. This is modelled and encouraged by all teaching members of staff. By including extra chances for individual and group performances we make sure that children are **ambitious** to develop and explore their skills and range of musicality. Working in groups encourages **trustworthy** partnerships where children can work together to create, explore and enjoy these musical landscapes. Our music curriculum is entirely built around **creative** expression; allowing children to compose, experiment and improvise with instruments and with written styles of music. We expect learners to be **honest** in their presentation of what they have practised and learned in the lesson, and chances for individual expressions of learning are present throughout our tailored curriculum.



How we teach Music

Music teaching at Bloxham Primary delivers the requirements of the National Curriculum through use of the Charanga scheme of work (version 2). Teachers follow the suggested scheme of work, although adaptations can be made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas.

Music lessons are broken down into 6 termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

Listen and Appraise -> Musical Activities (including pulse and rhythm) -> Singing and Voice -> Playing instruments -> Improvisation / Composition -> Perform and Share

Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented. Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings. Alongside our curriculum provision for music, pupils are also beginning to be offered the opportunity to participate in additional 1:1 instrumental lessons. We currently have a guitar teacher who visits weekly and are starting drumming lessons as well.

Performance is at the heart of musical teaching and learning at Bloxham CE and pupils participate in a range of performances during their school 'career'. These include nativities (KS1) and a Leavers performance (Year 6). Pupils also take part in Harvest assemblies and weekly singing assemblies. Parents are invited and welcomed to watch all these performances whether at school or outside of school.

At Bloxham CE we also recognise that staff have musical abilities that can be utilised to supplement our musical curriculum. Pupils in KS2 have had the opportunity to learn to play the ukulele and join the school choir with our after-school clubs. The Ukulele orchestra began as a surge of children showed a passion for learning an instrument to play in an ensemble setting. Pupils in the school choir meet after school and focus on singing in unison, developing harmony, solo performances and having fun! The school choir and ukulele orchestra also perform in school performances and carol concerts.

How we monitor the impact of our teaching of Music

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.



We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject music link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils practical learning.
- Use of the assessment tools provided within the Charanga scheme.
- Dedicated music leader time.

The impact of our music curriculum is also measured in the uptake of our music after school clubs and uptake of additional music 1:1 teaching.