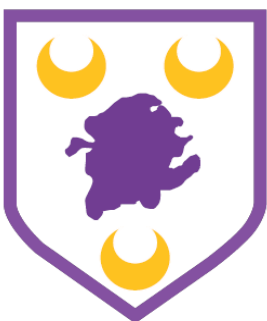


Our Music Curriculum

Newcomen Primary School

“Music gives a soul
to the universe,
wings to the mind,
flight to the
imagination, and
life to everything.”
- Plato



NEWCOMEN

scientia potentia est

Intent

Newcomen Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment.

All children are provided with equal opportunities and equal access to the Music curriculum. At Newcomen Primary, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio – economic background.

This document is a statement of our Intent for, and the Implementation and Impact of the teaching and learning of Music skills and knowledge at Newcomen Primary School.

At Newcomen Primary School, we believe that a high-quality education in music engages and inspires our pupils to develop their love of music and their talent. Music is a universal language that embodies one of the utmost forms of creativity. Music lessons engage and stimulate pupils to develop a love of music and enhance their ability as musicians. Musical skills and knowledge develop their self-confidence, creativity and sense of achievement. It is our intention to deliver an ambitious education in Music, which fulfils all statutory requirements.



Our Aims:

Key Stage 1 & 2

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use one's voice, to create and compose music one's 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.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Through our study of Music, our intent is for our children to:

Key Stage 1

- Use voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned 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.



Key stage 2

- Pupils are 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 are taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of Music.



Cultural Capital

Children will be taught to listen and to appreciate different forms of music across different time-periods, cultures and traditions. This supports children to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today.

Early Years

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences



are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics. 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.

EYFS will be learning to:

- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception:

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody



Implementation

Music lessons are delivered weekly in the classroom with additional extra-curricular opportunities for musical enrichment. We are extremely proud to host our annual Family Day where children perform a variety of songs with a live band. This musical extravaganza consists of songs which are well-known within the Newcomen Primary School community. Additionally, many musical performances feature in the annual Newcomen's Got Talent competition, Christmas singing, guitar lessons and the school choir.



Through the musical program Charanga, the teacher is able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. The Charanga Scheme of Work has clear sequenced and progressive lessons along with the resources needed to teach them; this enables all members of staff (including non-specialists) to deliver well-planned high quality lessons, with appropriate differentiation. Charanga lessons provide children with the opportunities to review, remember, deepen and apply their understanding. The progressive nature of the themes within Charanga allow the children to build upon what they have previously learnt through effective repetition, while challenging them to develop and extend their knowledge to take their creativity to the next level.

By using Charanga as the basis of a scheme of work, we ensure that we are fulfilling the aims for musical learning as stated in the National Curriculum. Charanga provides many examples of music styles and genres from different eras and cultures, which is through an understanding of the terminology used within all music, (inter-related dimensions of music): pitch, timbre, dynamics, tempo, texture, structure and musical notation.

When applying the inter-related dimensions of music via active listening, performing and composing activities, we enable an understanding of the context and genre of all musical styles. Children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to play classroom instruments (glockenspiel and un-tuned instruments) effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, appraise, compose and perform. This in turn feeds their understanding when listening to, playing or analysing music.

How the Scheme is Structured

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

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games - Games embed the Interrelated Dimensions of Music through repetition
 - b. Optional Flexible Games
 - c. Singing - the heart of all the musical learning
 - d. Playing instruments - instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play an instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
 - e. Improvisation with the song using voices and instruments occurs in some Units of Work
 - f. Composition with the song using instruments occurs in some Units of Work
3. Performing - share what has taken place during the lesson and work towards performing to an audience.



Inclusion

Newcomen Primary School is committed to ensuring that all pupils achieve their full potential. Barriers to learning are quickly identified and the school is committed to closing any gaps in achievement. Each child is unique and within every school there will always be a number of children, who for a variety of reasons, are classed as having special educational needs or disabilities (SEND). The school identifies children with a suspected Special Education Need early so that interventions are swift and immediate.

All children receive quality first teaching and activities are differentiated appropriately. Every teacher at Newcomen is a teacher of every child in our school, including those with SEND.



Staff Development

All staff members keep up to date with subject knowledge and use quality resources to support their delivery of an ambitious, stimulating and appropriate curriculum. All teachers and support staff attend staff training.

As a National Support School, Newcomen Primary School supports the Self Improving School System and actively works with, and supports other schools with staff development work and whole school improvement.

Monitoring and Evaluation

Monitoring and evaluation is undertaken by Music Team: Mr. Riches, Mr. Beckett and Miss Mrozik.

Home School Partnership

All parents receive a laminated Year Group Curriculum Overview detailing information about the curriculum at the beginning of each academic year. This provides an overview of what will be studied in each year group in each subject.



Impact

When pupils leave Newcomen Primary School, they possess the enthusiasm and confidence within all aspects of music accompanied by a life-long passion. The implementation of this curriculum ensures sequential learning and the long-term progression of knowledge and skills. Lessons provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining. This will enable all children to accumulate knowledge and skills within their long-term memory.

The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each child develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as a listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse across all genres and have an understanding of how to express themselves through music, harvest their passion and reach a new level of creativity as a musician.

