

School vision and values

Vision

We want ourselves and the children in our care to be successful, resilient and inquisitive learners who are happy and well-equipped to participate positively in the community and wider society.

Values

Our school values (kindness, respect, responsibility and aspiration) are an essential point of reference on all of our journeys. British values (democracy, rule of law, liberty and respect) play an equally important role.

Definition of Music

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Intent in Music

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles.

We aim for every child to leave St Margaret's Academy with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Headline rationale for Music:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

How the whole school 'curriculum statement' intents will be threaded through Music.

1. Underpinning everything is our work on attachment, and social and emotional learning which are integral to all that we do – *Music naturally fosters important social and emotional skills, such as self-regulation, self-confidence, leadership and social skills.*
2. Early reading and language development across the school are core aspects woven through the curriculum – *In Music children are exposed to a wide variety of language (both cultural and seasonal) through the songs that they sing. To secure word recognition and spelling, these words are often displayed.*
3. Teachers plan lessons that inspire and engage, and promote enquiry and imagination so that pupils at all abilities can achieve. We develop curiosity about the world beyond the bay. Progressive subject knowledge and skills are planned to take advantage of local opportunities such as the beach and local artists, as well as national events. We provide opportunities to contribute in the local and global community. – *We are able to learn about Music from other cultures and countries. We contribute to the community through local performances in school and out. We can also take part in larger scale 'Singathons' to link with other schools and communities (such as the 'Sign2Sing' event).*
4. We support our pupils to develop the skills they need in order to learn for themselves, and to enjoy this learning – *At St Margaret's children are given the opportunity to learn a variety of instruments. Whole class sessions are taught by specialist teachers (Ukulele, J-Sax, Guitar) and children are given the opportunity to join smaller group sessions to continue to develop these skills. Peripatetic (paid) lessons are also available.*
5. We support our families and staff with their well-being – *Parents are invited into school to watch performances. Videos are sent home via the ILD and via the website or through email (of children playing instruments/singing/composing).*

Best practice in teaching and learning

1. Coverage - Teachers ensure that the National Curriculum 2014 is taught and applied. The scheme of work Charanga is to be followed whilst supplemented with other daily singing/musical activities. This will ensure that each year group has full coverage.
2. Engagement – Teachers to create a supportive environment where children feel confident to perform to others. Activities are varied to keep all children engaged (through practical and theory-based lessons).
3. Planning sequence- Teachers to follow the Charanga scheme in sequence. Revisit previously taught songs and skills to maintain a repertoire of skills and knowledge, music should be taught little and often.
4. Inclusion- Teachers to ensure that all children are supported where necessary. Consider mixed ability pairs and modelling. Pupil premium funding for music tuition regularly applied for to allow PP children to have access to peripatetic lessons.

Assessment

Assessment is an integral part of the teaching and learning cycle and will be used as a tool to adjust teaching to meet the needs of each pupil.

In Music:

1. Observational assessments are made throughout each lesson which is then adjusted accordingly.
2. Strengths and weaknesses are collated by the teacher.
3. Observational assessments may be recorded in class curriculum books or preferably on the Ipad/ILD, this can then feed into the end of year assessments.
4. Different levels of challenge and learning opportunities are available.
5. There will be opportunities for pupils to edit and improve their performances, feedback from other classmates will be encouraged (two stars and a wish approach).
6. Revisiting previous learning, it is important to enable the children to maintain their skills and knowledge.

Progression of skills

Please see the Music progression documents for:

- Progression of skills

<https://docs.google.com/document/d/1WVi9Ap72zpvLM9mDBIzalbViNP9ngJMZ/edit?usp=sharing&oid=106196215540069715982&rtpof=true&sd=true>

Music Curriculum Map

Please see the music long term plan here:

https://drive.google.com/file/d/1_MNEGR_3zJE5IrkVHmHRhc4fRUxevEXj/view?usp=sharing

Planning

Planning through the Charanga scheme of work.

Music across the curriculum

Music can link to almost any subject through song. Making it a memorable learning journey for the child.

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They can use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. In animation projects music can be an effective vehicle to contribute to creativity within the curriculum.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Margaret's have the opportunity to encounter music from many cultures and through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children can use computer programs to compose music. They can listen to music on the Internet, and record their own compositions to send to other schools/individuals electronically. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work. They can also use music to enhance their cross-curricular work e.g. creating soundtracks for their animations and podcasts.

French

Music can be used as a 'memory technique' for learning a new language. Children often find it easier to remember new language when it is placed in the concept of a song.

History

Children will develop an understanding of the history of music. A timeline can be used to show the era of each famous musician studied. This can then be linked with other events that the children have studied from that time.

Art

Art (pictures) can be used as a stimulus for creating music. Children can also be invited to create art in response to the music that they are listening to.

Geography

A geographical link can be explored through the origin of individual composers.