

MUSIC AT WILLAND SCHOOL

INTENT

‘Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.’ The Model Music curriculum 2021

At Willand School, we believe that music should be an enjoyable learning experience for all children and one which encourages children to participate in a variety of musical opportunities.

We believe that music is a unique way of communicating that can inspire and motivate children. It is a tool for personal expression, and it can play an important part in the personal development of people.

We aim to enrich our music curriculum with as many different learning opportunities as possible, so our children can have musical experiences that they wouldn’t otherwise have access to. We endeavour to provide our children with a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a variety of historical periods, styles, cultures, traditions, and musical genres.

We encourage an inclusive environment and ensure all pupils, including those most vulnerable and those who are disadvantaged, have the opportunity to access the full and broad curriculum through carefully planned support and scaffolding as required.

IMPLEMENTATION

The curriculum is led and overseen by the Music Lead. Regular monitoring, evaluation and review contributes to the ongoing commitment to evolve and improve further.

The National Curriculum provides the basis for our music curriculum, which is then tailored to meet the learning and developmental needs of the children in our school. Teachers largely use Charanga as a scheme of learning for music along with a whole term of whole class ensemble tuition from years one to six. We have chosen to use the model music curriculum from September 2023 as this sets out a clearly sequenced and ambitious approach to music teaching. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and responding to music, exploring and creating, singing, playing, sharing, performing and evaluating. These key skills are embedded through classroom activities as well as weekly singing assemblies, collective worship, musical extravaganzas, school choirs and school productions.

From an early age, we make sure that children are introduced to a range of composers and musicians so they can experience styles, cultures and genres that might be new to them. In recent years, we have worked with visiting artists and performers, for example Bournemouth Symphony Orchestra, London Community Gospel Choir, Back Chat Brass and Alan Boxer, to provide our children with authentic and real-life opportunities to get involved with workshops and performances.

The Charanga scheme of work is used from Foundation Stage to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Curriculum progression is clearly set out in our Progression of Skills planning document, which is carefully structured to allow lots of opportunities for children to practise and embed key skills and concepts.

The elements of music are taught in the classroom lessons so that children can use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, each year group have a term of whole class instrumental tuition, children learn how to play different instruments such as ocarina, ukulele, mini pans, Jumbie Jams, tuned and untuned percussion instruments which facilitate the understanding of the different musical methods and teach them the reading of musical notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

IMPACT

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Teachers regularly assess pupil's abilities to appraise, compose and perform a wide variety of music. Flashback learning is used in lessons to recap prior knowledge and to support children's retention of what they have learnt. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Assessments are recorded on Insight Tracker.

As children progress through Willand School, they will:

- retain and build on their knowledge and understanding of music;
- achieve age related expectations at the end of each academic year;
- understand and apply subject specific vocabulary;
- have the opportunity to perform and develop musical skills;
- use music as a form of expression;
- participate in wider musical activities;
- develop a love of music and an appreciation of different musical forms.

Willand School will contribute to the enrichment of children's lives, boost their self-esteem and confidence and give them opportunities in school that they might not be given in life. We will celebrate the positive impact music has on our children and how it can allow individuals to shine. Children will be able to enjoy music, in as many ways as they choose- either as a listener, creator or performer.

Our music lead is: Liann Hope

Our music governor is: Joanna Jacobs