

PGPS – Music Learning Journey

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, great composers and musicians.



Introduction

At Pierrepoint Gamston, we believe that music embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music as well as provide children with an opportunity to develop their talent as musicians. This in turn will increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to discuss a range of musical genres and use this as inspiration for their own compositions.

Values

Our school curriculum is underpinned by the values that we hold dear. In our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

Intent

- Music allows children to 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.
- Children will 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.
- Children will 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 whole class music lessons, children will play and perform tuned and untuned instruments in solo and ensemble contexts with increasing accuracy, fluency, control and expression.
- Children will use their voices expressively and creatively participating in weekly singing worships. Further, children will have the opportunity to perform to external audiences in end of Key Stage productions and Choir Services.
- Children will develop and understand staff and other musical notations. They will also develop subject specific vocabulary see appendix 2.
- In line with the Model Music Curriculum, children will develop musicianship through singing, listening, composing and performing.
- Music will allow children to express their emotions, feelings and personalities.
- Music aims to be fun and make the children feel included, valued and help to build their self-esteem.

Implementation:

In music, all of our lessons, in all year groups, are based on teaching 6 fundamental skills: listening and appraising, singing, playing instruments, improvisation, composition and performance. As a school, we use charanga to support with our music planning. Additionally, we have a 'singing worship' each week and a KS2 school choir.

- In Foundation Stage skills are introduced through the specific area of Expressive Art and Design. Children are encouraged to begin to move rhythmically and to build a repertoire of songs and dances. This learning is delivered through adult led carpet sessions and also during continuous provision, where children develop their own lines of enquiry. Adults 'Look, Listen, Note' children's comments and then plan accordingly, using the Development Matters objectives, to further develop their knowledge and understanding.
- In Key Stage 1, children use their voices expressively and creatively by singing songs and speaking chants and rhymes. They also play tuned and untuned instruments and listen with concentration and understanding to a range of high-quality live and recorded music. Children experiment with, create, select and combine sounds using different musical dimensions. Additionally, we spend time before Christmas practising songs for the nativity which provides children with an opportunity to perform. Year 2 children also have a full term of Ukulele tuition which builds on the musical skills learnt in whole class lessons.
- In Key Stage 2, children listen to a variety of musical styles and use correct musical language to describe and compare them. Studying a wide variety of genres also gives them an understanding of music history. Children are taught to play and perform in solo and ensemble context using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. The children improvise and compose within the genre being studied and begin to use more complex forms of notation within this. In LKS2, children continue their ukulele tuition to build up to an end of year performance. Children in UKS2 build on their performing practise with an end of year performance.
- The music learning journey ensures that all of the music skills are being taught at an appropriate level for each year group.

Children with Special Educational Needs and Disabilities

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEND needs have full access to the Nation Curriculum, as stated in our SEN policy. We provide additional resources or support for children with special needs as required. This may be in the form of adaptations, differentiation by outcome, intervention, adult support or a personalised curriculum.

Assessment

Children's work in music is assessed through teacher observations of the children working during lessons. Teachers record the progress made by children against the learning objective and success criteria for a lesson. At the end of a unit of work, teachers make a judgement as to whether a child has met, exceeded or is working towards the expectations. This data is recorded twice a year and then a data report is produced by the subject leader. This is also reported annually to parents on the school reports.

Subject leader role

The role of a subject leader is to:

- Provide strategic lead and direction for a specific subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resources management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programs of study.

Monitoring and Review

- Class teachers are responsible for the day to day planning, organisation and delivery of the curriculum subject.
- Subject leaders monitor the way their subject is taught throughout school and feedback to SLT and whole school where appropriate.
- The allocated Governor is responsible for liaising with subject leaders to closely monitor the way the school teaches each subject.
- Impact reports are written annually to review the impact of planned actions against children's learning.

Date: 10.01.24

Review date: Autumn 2024

Appendix – Music Yearly Overview (based on Charanga MMC units)

Year R Cycle A	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
Autumn 1 and 2: Me!	Autumn 1: My musical heartbeat. Autumn 2: Dance sing and play! Y2 Ukulele tuition	Autumn 1: Pulse, rhythm and pitch Autumn 2: Playing in an orchestra Y2 Ukulele tuition	Autumn 1: Musical structures Autumn 2: Exploring feelings when you play	Autumn 1: Writing music down Autumn 2: Playing in a band	Autumn 1 and 2: Music and technology	Autumn 1 and 2: Melody and harmony in music
Spring 1 and 2: Our world	Spring 1: Exploring sounds Spring 2: Learning to listen	Spring 1: Inventing a musical story. Spring 2: Recognising different sounds.	Spring 1: Composing with your friends Spring 2: Feelings through music Year 3 ukulele tuition	Spring 1: Composing using your imagination Spring 2: More musical styles Year 3 ukulele tuition	Spring 1 and 2: Creative compositions	Spring 1 and 2: Enjoying musical styles
Summer 1 and 2: Everyone	Summer 1: Having fun with improvisation Summer 2: Let's perform together!	Summer 1: Exploring improvisation Summer 2: Our big concert	Summer 1: Expressing and improvisation Summer 2: The show must go on Year 4 ukulele tuition	Summer 1: Enjoying improvisation Summer 2: Opening night Year 4 ukulele tuition	Summer 1 and 2: Musical styles UKS2 Show	Summer 1 and 2: Freedom to improvise UKS2 Show

New Model Music Curriculum link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974358/Model_Music_Curriculum_Key_Stage_1_2_FINAL.pdf

Charanga New Model Music Curriculum

<https://nottinghamshire.charanga.com/c/1356466-model-music-curriculum>

Appendix 2 - Music Word Bank

Music Vocabulary Progression			
	Listening and Appraising	Singing	Playing instruments
R	tune, fast/slow, loud/soft, high/low	voice, whisper, chants, rhymes, actions	instrument, body percussion, drums, clapping, shake, tap, names of instruments (E.G. triangle, drum)
KS1	pulse, rhythm , pitch	leader, unison, audience, performance	improvise, compose, instrument families-percussion, wind, string and brass., tuned/untuned instruments
	dynamics , tempo , style, beat	ensemble, conductor, verse, chorus	question and answer/ call and response, glockenspiel, trumpet, saxophone, guitar, keyboard, ukulele, percussion
LKS2	beat, structure-introduction, bridge, verse, chorus, melody, texture, pop	solo, duet, backing vocals,	accuracy, hook, riff, glockenspiel, ukulele
	crescendo, diminuendo, soul, gospel	lyrics, a-capella, harmony,	pentatonic scale, notation, electric guitar, bass
UKS2	tune/head, timbre, genre, jazz, hip-hop	ballad, interlude, control, expression, posture	fluency, crochet, quaver, bars, time signature
	syncopation , ostinato, classical, musical	cover, diction, tuning, warm-up	minim, semibreve, clef, bar,