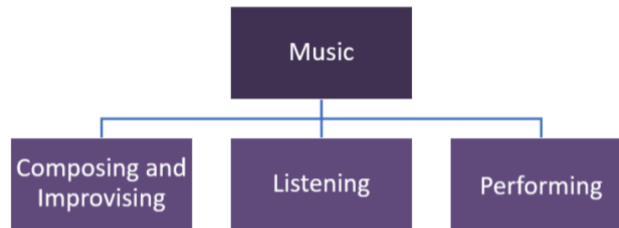


Key Threads



Intent

Music is a vital and integral part of Birchfield Primary School's curriculum. We aim for our children to gain a firm and secure understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, cultures, and musical genres. Our objectives at Birchfield Primary School are to develop curiosity and passion for music, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to immerse and involve themselves in music, in a variety of different contexts.

Implementation

The National Curriculum is used to plan and deliver the teaching of Music. The PACT Skills Document has the progression mapped out in smaller steps to ensure that skills and knowledge taught is progressive. Alongside the PACT Document, we use a scheme of work from Charanga, to supplement our teaching of music, which offers a topic-based approach to support children's learning in music. This allows teachers to plan a sequence of lessons that build on prior knowledge and skills. Where possible, links are made to the enquiry question. This approach alongside Charanga gives children the opportunity to explore music, musicians, instruments, the value of music in different eras and cultures. These are explored through the language of music via active listening, performing, and composing activities, which enable understanding of the context and genre.

Each half term children are taught a new unit of work using Charanga. These units of work usually focus around one or two songs in a particular style or genre. Through this, children build on their skills in playing, singing, listening, appraising, improvising, and composing music. A steady progression plan within each year group and from one year group to the next ensures consistent musical development and progression.

The curriculum provides a classroom-based, participatory, and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom 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, listen actively, compose, and perform.

During lessons, teachers use retrieval to recap on prior knowledge and skills in order to further embed children's learning. Each lesson begins by looking at the pulse, rhythm, and pitch of a particular piece of music. Children then listen to a song and appraise it, exploring what they hear, including voices and instruments, how it makes them feel and what it might remind them of. They then complete several musical activities before being given the chance to perform and share what they have learnt within the lesson. At the end of the lesson, children complete an 'exit ticket' to assess what they have learnt.

Children are also given the opportunity to develop their passion for music further through attending extracurricular activities linked to music, such as going on trips and visitors coming into school.

Impact

The children are given the opportunity to showcase their learning with each other and parents during school exhibitions and music festivals.

Birchfield's aim is that pupils enjoy and are successful in the development of their music skills and knowledge. They develop an appreciation from music and learn to play a variety of instruments. They develop an understanding of a wide range of musical genres and have opportunities to listen to live music. By the time children leave year 6, they gain confidence in recognising style indicators, analysing specific musical styles and use the correct musical vocabulary to confidently describe the music they are listening to. We measure the impact of our music curriculum through:

- Assessing children's understanding of topic/enquiry linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images of children learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of written work in books.