



Music

Intent:	<p>What we expect children to learn at Acklam Whin</p> <p>At Acklam Whin Primary School, we strive to make music a practical and enjoyable learning experience that will inspire and motivate children. Music is inclusive to all pupils and contributes to a child's emotional, spiritual and social development. It promotes a sense of community and allows opportunities for self expression. We strongly believe that music is a universal language that embodies one of the highest forms of creativity and participation and engagement in musical activities can increase self-discipline, aesthetic sensitivity and fulfilment. We want all of our pupils to experience a wide and varied music curriculum, which ignites a passion for music that leaves them excitedly seeking further opportunities to continue their musical journey. We follow the award winning Charanga scheme which allows our children to develop a love of music aswell as develop their skills as musicians in a fun and engaging way. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.</p> <p>The Acklam Whin Primary School Curriculum for Music follows the aims of the National Curriculum to ensure that all pupils:</p> <ul style="list-style-type: none"> ○ 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 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 ○ 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. <p><i>"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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."</i></p> <p>National Curriculum, 2014</p>
Implementation	<p>How we realise our intent in terms of a working framework.</p> <p>Through our music teaching, children are actively involved in a wide range of musical opportunities and exploration of music styles. Children develop their singing voices, using body percussion and whole body actions, and learn 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. Links to other areas of learning and subjects through our curriculum, are made where possible.</p>

	<p><u>Charanga</u></p> <p>Teachers deliver music lessons discretely in their year groups by following the Charanga programme, which enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, children learn how to play a variety of percussion instruments and in Key Stage 2, they will be given the opportunity to play the glockenspiel.</p> <p><u>Singing, Workshops and Instrumental Lessons</u></p> <p>The implementation of the Music Curriculum at Acklam Whin Primary School is based on the National Curriculum and ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom music lessons together with our singing assemblies, TVMS workshops in Key Stage 1, drumming lessons with Phil McFarlane in Key Stage 2, the school choir and the opportunity for any child who would like to in Key Stage 2, to learn the violin, drumkit or guitar.</p> <p><u>Performances</u></p> <p>At Acklam Whin Primary School, every child has the opportunity to perform annually within their year group productions. Our performances are of a high standard where children are encouraged to speak, sing, act and dance in front of a live audience. Talents and interests are encouraged and nurtured to build confidence.</p>
<p>Impact</p>	<p>Impact: the effect of teaching music for our children and how we measure their learning in music at Acklam Whin.</p> <p>Our Music curriculum is fun, enjoyed by learners, well-resourced and planned to demonstrate progression through EYFS, Key Stage 1 and Key Stage 2. Children have opportunities to develop their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.</p> <p>In addition, we measure the impact of our curriculum through:</p> <ul style="list-style-type: none"> • A reflection on standards achieved against the planned outcomes; • Tracking of knowledge in pre and post learning activities; • Pupil discussions about their learning; • Photo and video evidence of the pupils practical learning; • Use of the assessment tools provided in the Charanga scheme; • Dedicated music leader time