

Subject on page

Music



Intent- we aim to:

Help children to feel musical and develop a life-long love of music by developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners.

Develop children's musical skills of singing, playing tuned and untuned instruments, and listening to and responding to music.

Develop children's understanding of the history and cultural context of the music that they will listen to and learn how music can be written down.

Develop children's transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills.

Introduce children to music from all around the world and across generations, teaching them to respect and appreciate the



Implementation- how do we achieve our aims?

Core Concepts

Subject Delivery

Music lessons at Triangle are delivered using the Kapow scheme of work, which follows a spiral curriculum through EYFS to KS2, revisiting and building upon previous skills. In EYFS and KS1, fundamental skills and knowledge enable children to move to and describe a variety of music. In KS2, children develop their musicianship using a range of tuned and untuned instruments, composing their own pieces and recording using graphic scores.

Curriculum Resources

At Triangle, we have a range of tuned and untuned percussion instruments which are used throughout the scheme of work. In addition to percussion, we have a class set of ukuleles which have previously been used in whole class instrument lessons. The Kapow website provides a wealth of resources which are utilised in lesson, such as written chord progressions and lyrics, while audio files can be listened to and evaluated.

Classroom Resources

Each classroom is equipped with a whiteboard and the ability to play sound. Access to the Kapow website is available throughout school and provides teachers with knowledge and pre-teaching to enable them to implement high quality teaching.



Performing



Listening



Composing



The history of music



The inter-related dimensions of music

Inter-Related Dimensions of Music



Pulse



Rhythm



Pitch



Dynamics



Tempo



Timbre



Structure



Texture



Notation

Assessment and Feedback

Assessment in music is carried out in class using mainly formative methods from the teacher and their peers, as this helps the students to develop their own musical critique and allows them time to improve work within the session.

In addition to formative feedback provided within lessons, performances are filmed / recorded and reviewed to provide a means of ipsative assessment based on a pupils' individual contribution to ensemble work.

Cultural Links

As most pupils at Triangle are White British, we feel that it is important for our pupils to experience as much music from different cultures and parts of the world as possible. During the seven years that our pupils spend at Triangle, they will learn about and perform music in a variety of styles, eras, and genres, including African call and response, Samba, Blues, and traditional Scottish music.

Knowledge Organisers

Knowledge organisers are available for all units of work and support pupils in building a foundation of knowledge by encouraging recall of key facts, important periods of musical history and vocabulary.

Enrichment

Singing and music is an integral part of daily life at Triangle. Collective worship always starts with a song and weekly singing assemblies are held on Wednesday. Singing is used to help engrain key learning in the minds of children and music flows through our curriculum, from the many school performances to subjects, such as computing and French. There are also lots of opportunities for our pupils to hone their musical skills outside of the normal teaching day, including the school choir, private music lessons with the Calderdale Music Trust, Young Voices and festive performances at our Christmas Fairs.

Inclusion

In order for all children to access resources, the teacher employ the use of graphical, colour and other alternative ways of notating musical scores. Colour notation, in particular, can be directly transferred to the keyboard of the glockenspiels at Triangle. Lessons are accompanied by graphic representations of the subject matters covered and musical demonstrations are provided by the teachers to ensure that learning can be accessed in a variety of ways. Also, knowledge organisers in the music folders provide the children with vocabulary and glossaries to support their learning.

Enhancement

Children showing a particular flair for music are encouraged to join the school choir during club time and, while all UKS2 children are able to audition for parts in the Y5 / 6 production, specific children may be earmarked for roles with solo parts in ensemble songs.