



Teaching and Learning Principles

Subject: Music

Aspiration, Perseverance, Collaboration, Compassion

School Vision:

Our vision is to provide a safe, challenging environment.

Value each individual

Build positive foundations for learning for life.

Promote team-work, co-operation and responsibility.

Foster healthy relationships between our pupils and with adults.

At Treverbyn Academy, we believe that music is an integral part of our school curriculum which promotes our pupils' love of music and their confidence to create and perform.

The Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects. Research suggests that arts participation has a greater effect on average for younger learners and the disadvantaged. Wider benefits include more positive attitudes to learning and increased well-being.

School Mission Statement:

To provide inspirational opportunities to nurture:-

- Aspiration
- Perseverance
- Collaboration
- Compassion

through an environment which both challenges and supports children to develop a sense of care and compassion to be effective citizens of the future.

Music encompasses our four core values which equip pupils with the behaviours they need to succeed: -

- Aspiration - to be the best musician they can be, perform at festivals and events and undertake musical examinations.
- Perseverance - to not to give up and to try new experiences.
- Collaboration - to motivate children by planning purposeful activities which allow them to share their learning with an authentic audience and work together to create compositions and performances.
- Compassion - provide a set of values to prepare them for life beyond our school, which will have a positive effect on their well-being.

Through high quality teaching of the National Curriculum content for music, our programme of study are developed using the Music Express scheme and build on appropriate subject knowledge, relevant skills, understanding and experiences that progress through a spiral curriculum every year so that children can reach and exceed their potential.

In addition to this, it is our intent to ensure that our curriculum goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide including our rich cultural heritage of Cornwall and the Clay Country through:-

- School performances
- Music Festivals
- Local and County Community events
- Whole class instrumental tuition and projects – (guitars, samba)
- Extra-curricular opportunities - Rock Steady, Cornwall Music Service, School clubs (recorders, choir, guitar)
- Musical appreciation activities (in assemblies and in class)

Subject Intent

At Treverbyn we use Music Express Scheme. Music Express is a fully resourced, progressive scheme for teaching music in primary schools. It contains lessons, songs, warm-ups and a range of other musical activities that support every aspect of musical learning in the primary school. Most resources comprise audio and/or video activities that are ideal for group and whole-class teaching.

The Scheme supports all the requirements of the national curriculum.

At Treverbyn Academy we aim to:

- Provide music curriculum lessons which allow the progressive development of learning skills and knowledge.
- Have Schemes of Work which appropriately reflect the learning needs of all pupils, to allow engaged learning to take place.
- Allow pupils to express themselves through music both in the curriculum, and through programmed extra-curricular activities.
- To provide weekly singing opportunities: through collective worship and singing assemblies.
- Give the opportunity for advanced learning from peripatetic teachers.
- Uses music to engage parents/carers and the wider community.

In Nursery, children will learn a range of familiar rhymes and songs, including simple counting songs.

In Reception, children learn to sing or sing along with nursery rhymes and action songs. They learn to play some instruments and treat them with respect. They will have opportunities both in their indoor and outdoor environments to explore and engage in music making. They have an outdoor music wall.

In Year 1, children develop their understanding of music and learn that all music has a steady pulse/beat. They enjoy moving to music in different ways. Children will learn to play some of the instruments and know the names for the instruments they play. They will start to learn to explore and control dynamics, tempo and timbre with their voices and musical instruments.

In Year 2, children will learn to play in time with a steady beat. Children will begin to explore pitch within their own voices and using the instruments. They will find out about music during the period of the Great Fire of London.

In Year 3, children will develop their ability to improvise and generate their own music. They will select instrument to represent different timbre and learn about the pentatonic scale. They will have the opportunity to learn a brass instrument. They will learn about instruments played during the Roman period and sing songs retelling the life of the Romans.

In Year 4, children will develop their ability to show musical leadership: working in groups to create a range of musical genres from rap to programme music. They will continue to play a range of instrument in time exploring pulse, rhythm, pitch, dynamics, tempo, timbre and texture.

In Year 5 they will continue to improvise and compose music for a range of purposes using the interrelated dimension of music. They will learn to sing a song popular during WW2 and about music written during that period. They will have the opportunity to learn the guitar.

In Year 6, children will continue to play and perform in solo and ensemble groups using voices and musical instruments with increasing accuracy, fluency and control. They will have the opportunity to be part of a Samba group.

Subject Implementation:

The subject will be implemented through class music lessons, cross-curricular lessons and peripatetic teaching.

They are a choice of two topics for every half term for years 1-4 and one topic for every half term for years 5-6.

EYFS have seven topics which can be used to dip into, to connect and re-enforce their topic learning.

Each topic will progress through the interrelated dimensions of musical learning through an ever-increasing spiral of musical learning.

Technical terms and vocabulary will be reinforced within the class.

Subject Impact:

Key stage 1 – Music skills (National Curriculum)

- Pupils should be taught to:
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 – Music skills (National Curriculum)

- Pupils should be taught to sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- 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 and from great composers and musicians
- develop an understanding of the history of music.

Skills Progression:

Please see the music skills progression document.

Where possible we include topic-based learning in our immersive curriculum.

Baroque music with the Fire of London.

Roman instruments and songs with our Roman topic.

Songs, rounds and creative music within our Cornwall Beneath our Feet topic.
Victorian programme music with our Victorian topic
Music written during WW

Teaching and Learning Expectations:

- Lessons will promote a love of learning.
- Opportunity to safely explore a range of musical instruments.
- A varied balance of practical skill to be taught.
- Activities/questions to promote curiosity.

Working Walls/Displays:

Monitoring/Assessment:

- Pupil conferencing.
- Learning walk/lesson observations.
- Written work/pictures/videos.