



Overview of Music at Eastbury Farm Primary School

School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Music Vision:

Children leave us as confident musicians, having been exposed to a vast range of music types. They are able to understand and respect the differences and similarities between different styles of music and can express their musical opinions, whilst justifying their reasons. They will be able to apply their knowledge of pitch, rhythm, tempo, timbre and texture to all of the music types that they will listen to in the future. They will also have developed a confidence in performing.

Intent:

Throughout our Music curriculum, we plan to inspire children's curiosity and interest to explore the different genres of music. We wish to give them opportunities to experiment with music as a form of self-expression.

We want our children to develop a mastery of the following **skills**:

- Singing Songs with Control & Using the Voice Expressively
- Listening, Memory & Movement
- Controlling Pulse & Rhythm
- Exploring Sounds, Melody & Accompaniment
- Control of Instruments
- Composition
- Reading & Writing Notation
- Performance Skills, Evaluating & Appraising

And to develop **knowledge** of and ability to identify:

- Pitch
- Rhythm
- Tempo/Pulse
- Texture
- Timbre
- Structure
- Notation

This will be achieved through the specific study of:

Reception	
Chant to animals Creative Move Lilting Lullaby Number Time Wellbeing Matters Rhythm Adventure	
Cycle A In Year 1.2 Rhyming in Time Let's Start Singing Music Inspired by the World Around Us Exploring Rhythm Patterns Sound And Pictures Highs And Lows In Year 3.4	Cycle B In Year 1.2 Questions & Answers Let's keep Singing Sound & Symbol 1 Sound & Symbol 2 Around the World The Power of Communication In Year 3.4

Implementation:

How do we help children build musical knowledge and skills into their long-term memory?

We use the Hertfordshire Charanga scheme of music to deliver our music lessons. Children in each key stage have a 30 minute music lesson each week alongside other music opportunities throughout the curriculum and wider life of the school. Children in KS1 and KS2 take part in a weekly singing assembly where the key musical concepts are rehearsed and embedded. Pupils end their time at Eastbury Farm showcasing their musical skills by performing in an end of term production.

What is our teaching approach to delivering Music?

Throughout their time with us, the children will build upon and develop their Musical skills progressively through a variety of different songs and experiences. At the beginning of each unit, each class will learn about the background of the genre of piece of music. This encourages the children to be inquisitive about their topic, to pose questions, seek answers, find out more and become lifelong music-lovers. Where appropriate, members of the wider community are invited in to school to share their musical expertise/knowledge with the children. This enables children to base their learning on first hand experiences and makes learning meaningful and relevant. Across the key stages, children partake in different performances throughout the year including: singing in class assemblies, the Christmas Play and concert, Harvest festival, end of year productions and external events including the Big Sing or Young Voices. In our well-resourced Music Studio we have a wide range of music equipment, including a class set of ukuleles and glockenspiels, and the children have the opportunity to take part in instrumental lessons with our peripatetic teachers.

Our Teaching/Learning Sequence:

Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music:

Listening and Appraising – all activities are based around a song.

Musical Activities including:

- Warm-up Games – Games embed the Interrelated Dimensions of Music through repetition
- Singing is at the heart of all musical learning
- Playing instruments with the song learnt – tuned/un-tuned classroom percussion and an option to play any band instrument
- Improvisation with the song using voices and instruments occurs in some units
- Composition within the song using instruments occurs in some units
- Performing

Impact:

Children will have developed Musical knowledge and skills to help them express themselves and talk about a range of different musical experiences.

Children will feel confident when performing.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent Musicians throughout their education and lives.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Observing performances
- Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)

A Shining Performance
Sing & Move
Music & Video
You Gotta Try
Music And Sound
Sound Exploration
In Year 5.6
Shaping Music
Unlocking Vocal Potential
Sounds Dramatic
Decoding Sound & Notation
Carnival Time
Music Speaks

Create & Notate
Singing & Traditions]
Recycling Songs
Exploring Musical Contrasts
Create & Notate
Singing & Traditions
In Year 5.6
Discovering Grime
Express, Inspire & Perform
Music Reimagined
Musical Sketches
Music Remixed
The Grand Finale

Subject Leader Expectations:

- EYFS music should be integrated into the curriculum and occur daily
- Key Stage 1 and Key Stage 2 children should be taught music for a minimum of an hour per week
- KS1&2 singing assemblies take place weekly
- Music lessons should be used as a tool to increase confidence, creativity and a love of music for all children
- Children that play musical instruments should be invited to perform to their class/phase, the school and their parents as and when appropriate
- The dedicated Music Room should be used regularly by all classes
- Teachers should plan their music units from the 'Charanga Creative' scheme of work following the LTP. This scheme ensures we are teaching to the National Curriculum expectations
- At the end of the music unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- Where possible, music skills should be used across the curriculum with songs, raps and performances
- Musical instruments will be included in the lessons where relevant and to support all stages of learning
- If a specialist music teacher is delivering the music lessons, teachers can use this expertise as a CPD opportunity
- Children should be given the opportunity to perform in concerts/plays etc where ever possible
- At the end of the unit, the class will perform their piece, which should be videoed and updated to your class group on the Charanga platform as evidence of their achievements.