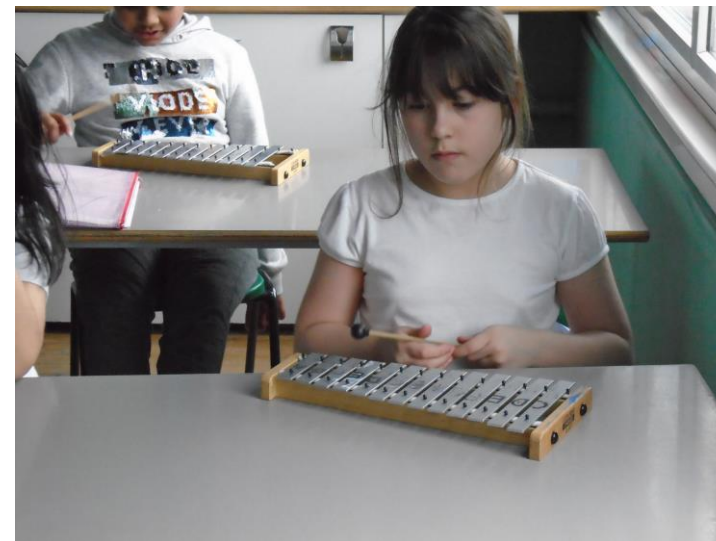




Strategy Statement for Music



Our Shared Vision



Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships



Statement of Intent

Rationale

At Becontree Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music by making it fun and engaging. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

Promoting Personal, Spiritual, Moral, Social and Cultural Development and Fundamental British Values

Children are provided with opportunities to explore their own culture and have a clear understanding and appreciation of a wide range of cultural influences that have shaped modern Britain.

Music is an opportunity to express feelings and emotions through choices of lyrics when song writing, and expression when performing. The children at Becontree are encouraged to share their opinions and respond to music on a personal level. They are able to grow and develop their own taste in musical styles and identify music that they feel they can relate to.

Singing in choral groups during assemblies and working in pairs or groups to practise and perform music in class, enables social development and encourages teamwork.

The music curriculum ensures that children have the opportunity to listen to a wide range of music from different time periods and cultures. This should help to develop the children's abilities and understanding of a range of musical styles such as, Hip Hop, Reggae, Bhangra, South African music, Chinese music, African music, Religious music: Gospel & Soul, Pop music, Jazz and Western Classical music.

Why is music important to children at Becontree School?

It helps the children to experience a wide variety of musical styles and construct opinions about music.

It allows the children to perform music as a soloist, in groups, as a class or as a whole school.

It demonstrates the need for rehearsal and practice before performance.

Music also allows the children to find ways of expressing themselves.

Our Key Learning Intentions

Pupils are encouraged to analyse different types of music.

Children learn to improvise and compose music using other pieces as inspiration

Children learn to sing and play instruments.

We teach children to persevere and continue to practise to improve a performance.

As children at Becontree Primary School love learning in music , they become...

Effective Communicators through:	Responsible and caring citizens through:	Active Contributors through:	Successful and independent learners through:	Confident and ambitious individuals through:
encouragement to participate in conversations, listen to others, respond appropriately and take turns to speak during lessons feeling that their contributions are valued and being taught to respond thoughtfully to others encouragement to create and share their opinions and explain musical choices in composition and improvisation modelling subject specific language clearly and effectively by teachers with expectation for pupils to include it in their responses 	enabling children to consider questions about the origins of music and why a composer may create a piece of music. understanding how someone may create music to convey emotions and feelings 	working collaboratively on projects engaging in discussions during lessons answering and asking questions 	practising and performing songs engaging in self-assessment and evaluation of their work encouragement to problem solve and self-improve 	exposure to a wide range of knowledge to build understanding and confidence in their own thoughts and opinions developing an appreciation of the achievements of musicians and composers and striving to achieve in their own music exposure to roles-models/inspirational who inspire and influence within music units 



Equality Mission Statement (Equality Act 2010)

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment and socio-economic background.

We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community.

We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here. These statements are enshrined in our school motto, 'Respecting One Another.'



What does a musician do?

A musician is a person who sings or plays an instrument. They may also write music or songs and study music.

Musicians have studied and practised playing for many hours, every day, every week, every month, for many years.

They practise songs many times until they are happy with how it sounds.

They may create music by trying out different melodies and rhythms that they think of themselves.

They listen to other pieces of music and can explain key facts about the pieces of music, using their own knowledge and then construct their opinions.

How do we encourage children to become musicians?

We provide quality lessons with appropriate resources to engage the children.

We encourage the children to improvise and compose their own pieces of music.

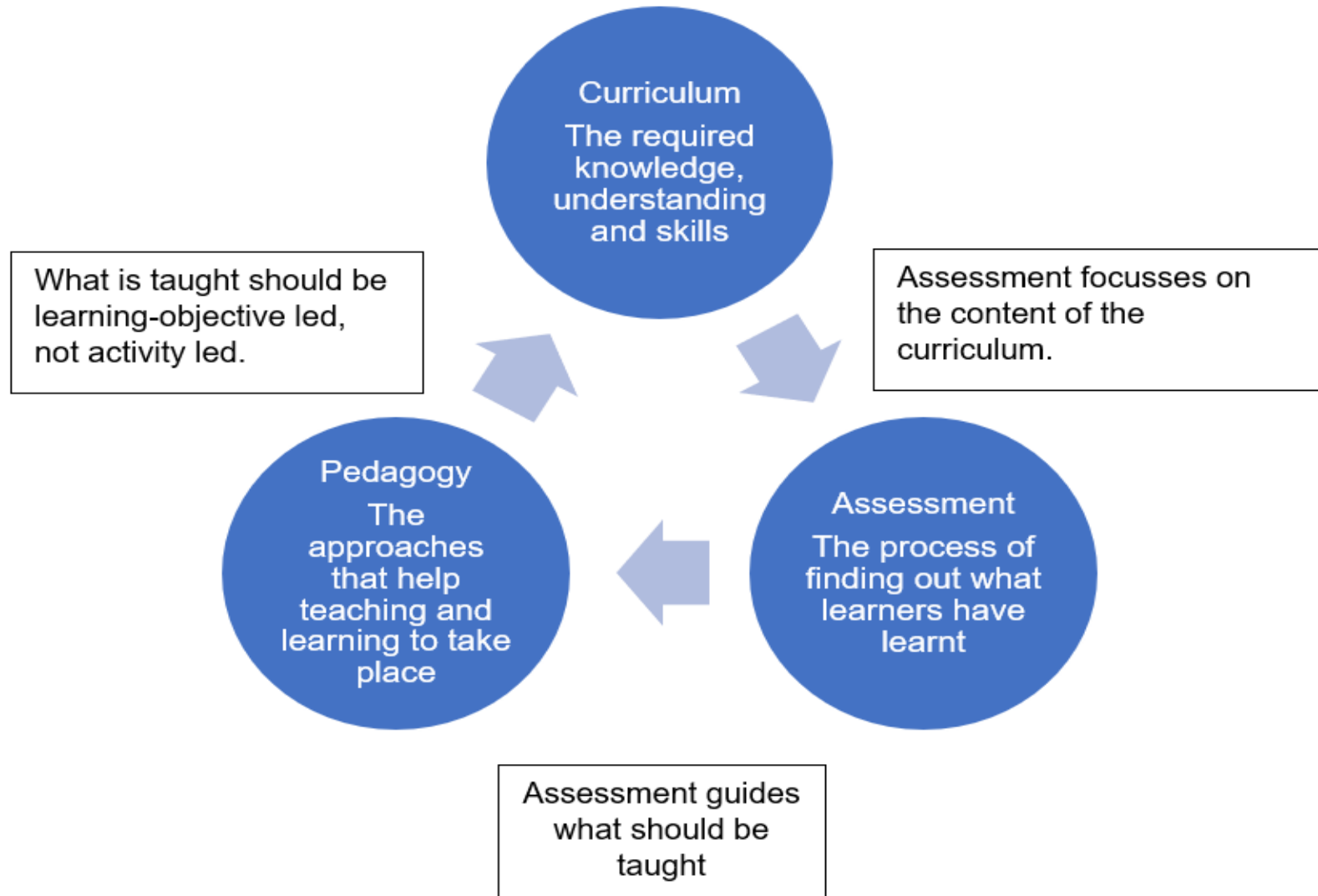
We participate in singing assemblies and perform on Friday assemblies.

We encourage children to adopt a growth mindset so that children feel comfortable practising, knowing that it will take many attempts until they will be happy with their performance.

We listen to a variety of music styles and can express our thoughts about a piece of music.



Our Curriculum Coherence model is broadly made up of three parts: Curriculum, Pedagogy and Assessment.



Teaching and Learning Approach (Pedagogy)

Planning and delivery of learning to meet the needs of all children

- Unit overviews (whole year) are available.
- Music topics are linked to other curriculum areas.
- Specific skills are identified to be met at the end of each unit.
- These are used for medium term planning.
- Plans are monitored termly.
- All lessons are pre-planned and require adapting and differentiation to suit children's individual needs.
- We teach music using the Charanga scheme of lessons which are delivered for half an hour per week.
- Specialised music lessons with children learning ukulele with Mrs Peters.
- Music lessons are supported by the lead teacher for music (Mrs Peters).
- Mixed ability working partners
- Children are given the opportunity to rehearse and practise before performing
- Singing and playing is modelled by the teacher as an example
- Differentiated by instrument selection and choices of notes restricted or extended when playing the glockenspiel and other percussion instruments.

Developing Long-term knowledge retention

- Songs are learnt and repeated across the unit
- Skills are frequently revisited throughout units and across the year groups
- Different music styles for appraisal are revisited throughout units and across the year groups
- Children are given opportunities to play instruments most lessons
- Children perform a song learnt earlier in the unit or the year.

The following are our key beliefs about when and how children learn best.
We believe children learn best when...



...they are taught by well-trained staff who are passionate about teaching and learning.	...they are valued and treated fairly and respectfully.	they have a growth mindset.
...they are given the right level of support and challenge.	...they are interested and engaged.	...new learning makes links with and builds on prior learning.
...they understand the learning objectives and know what success looks like.	...they have opportunities to learn with and from others (collaborative learning).	...they receive regular and timely feedback (from both teachers and peers).
...they are given enough time to practise, consolidate and apply new learning.	...they are taught in a physical space that is conducive to and supports effective learning.	...there is a strong partnership between home and school.

Curriculum

Developing Teacher Subject Knowledge	• Subject lead meetings with SLT at least termly to develop music and plan and review actions. • Borough Subject lead meetings attended. • Music lead modelling lessons in class to support staff CPD • Music lead to support staff with planning and delivery of lessons with team teaching • CPD opportunities disseminated to staff. • Inset sessions to develop staff knowledge. • In school, and external, training and development opportunities • Support and advice from the Music Lead
Enrichment opportunities	• Year 5 Ukulele • Involvement in music festivals • Singing programme for assemblies • Music Workshops • Opportunities to join the school choir and perform regularly • Christmas concerts • Listening to live performances • Year 6 end of year production
Cultural Capital	• Each phase group have a list of activities and experiences which are to be covered throughout that phase of two years. E.g. visits to museums, welcoming visitors and visiting places of worship. • Magic Moments – 20 key experiences that all children need to have experienced by the time they leave year 6.
Parent and Community Links	• Parents invited to see performances – Ukulele performances, assemblies, concerts. • Participation in the Junior Music Festival

Finding out what Learners Know

Evidencing Learning Outcomes

- Ongoing Formative Assessment.
- Checking Prior Learning.
- Exit tasks to check End points.
- Recording of the children's performances
- Music technology composition notes on the children's Charanga online accounts
- Display boards in corridors.

Health and Safety Considerations

- Recorders are used by different children across the school.
- At the end of every lesson, the mouthpiece is washed and left to drain, then packed away the next day, once dried.

National Curriculum

Subject content

Key stage 1

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

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.

Curriculum Overview for Music

For more detail please refer to the subject scheme of work.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	Me! Singing	My Stories Singing and playing	Everyone! Singing and playing	Our World Singing and playing	Sir Scallywag and the Golden Underpants Early years and KS1 music project	Big Bear Fun Singing and playing
Year 1	Introducing Beat Singing	Adding Rhythm & Pitch Improvise and Compose	Introducing Tempo & Dynamics Compose	Combining Pulse, Rhythm and Pitch Improvise	Having Fun with Improvisation Improvise	Explore Sound and Create a Story Compose
Year 2	Exploring Simple Patterns Improvise	Focus on Dynamics & Tempo Compose	Exploring Feelings Through Music Improvise	Inventing a Musical Story Compose	Music that Makes You Dance Compose	Exploring Improvisation Improvise
Year 3	Developing Notation Skills Improvise	Enjoying Improvisation Improvise	Glockenspiel Stage 1 Play	Composing Using Your Imagination Compose	Learning More about Musical Styles Singing	Recognising Different Sounds Compose
Year 4	Interesting Time Signatures Compose	Combining Elements to Make Music Compose	Developing Pulse & Groove Through Improvisation Improvise	Glockenspiel Stage 2 Play	Creating Simple Melodies Together Improvise	Purpose, Identity and Expression in Music Compose
Year 5	CMS – Learning to Play the guitar	CMS – Learning to Play the guitar	CMS – Learning to Play the Ukulele	CMS – Learning to Play the guitar	CMS – Learning to Play the guitar	CMS – Learning to Play the guitar
Year 6	Developing Melodic Phrases Improvise	Blown Away Recorder Book 1 Play	Using Chords and Structure Compose: Music technology – Hip hop	Exploring Notation Further Improvise	Blown Away Recorder Book 2 Play	Year 6 Production