Subject on a page: Music

At Hurst Green Primary School, we believe that music 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.

Hurst Green Primary School — Growing and Learning

Intent—We aim to...

Give pupils the chance to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions in order to develop cultural capital

Sing and to use their voices, to create and compose on their own and with others

Learn to play a tuned instrument, with the opportunity to progress to the next level

Understand and explore how music is created, produced and communicated

Develop a passion for music which follows them through their lives

Implementation—How do we achieve our aims?

Music at Hurst Green is developed using the Charanga curriculum, alongside teacher's own expertise. We felt that, although we take a cross-curricular' approach works for most subjects, in order to teach all elements of the National Curriculum successfully (namely: Singing, playing tuned and untuned instruments, Listening to recorded and live music, Composing and improvising, Understanding music history & Understanding notation), music needs to be taught discretely so as to give each element the time it deserves.

High quality lessons

The Charanga curriculum is explicit about what pupils learn. Lessons are planned to help pupils think musically, both consciously and unconsciously. Learning is defined as being a change in long-term memory and is the chief enabler of development—knowing more and remembering more and key elements of the music curriculum are revisited regularly to aid this. In addition, music teaching is not separated into different strands of listening, perfuming & evaluating as we feel that musical understanding is greater when all of these elements are taught in an integrated way.

Technical Progression

At Hurst Green, we understand the importance of all different types of progression in music. Technical progression refers to the techniques musicians develop and apply such as posture, hand/body movements and the use of digital technology. All pupils have the opportunity to be taught a tuned instrument by a music specialist in KS2 so effective modelling and correcting of technique by them aids progression.

Constructive Progression

The Charanga programme allows pupils to make constructive progression: knowledge and understanding of chords, keys, systems, forms & structure. Pupils not only learn how to deconstruct music when analysing it, both as a class and individually, but also to construct music when creating new music, such as in a composition.

Expressive Progression

Alongside technical and constructive progression, pupils make progress in terms of musical expression. This involves knowing & understanding music's provenance & historical significance historically, socially, geographically & culturally, as well as its meaning & purpose. Pupils learn to give the music they encounter personal meaning. Music from a wide range of different periods, genres, styles & traditions are part of the Charanga lessons and pupils are able to make informed and increasingly mature evaluations and opinions of different types of music.

Implementation (continued)

Scope of the curriculum

To ensure pupils are able to experience all aspects of the curriculum, lessons are weekly and last for 45 mins approximately. As well as planned lessons, other opportunities exist for music & musical appreciation, such as listening to 'Piece of the week' in assembly, hymn practice, singing in productions, listening to and appreciating visiting musicians and even sharing our favourite pieces of music in class. Pupils who have extra-curricular lessons often share their progress with classmates.

Types of knowledge

At Hurst Green, we believe that a knowledge-rich curriculum is vital & music is no different. Knowledge in music can be understood as tacit (gained through experience); procedural (musical know-how) or declarative (facts about music). Our music curriculum carefully balances all three types.

Developing Teacher subject knowledge

The subject lead for Music attends any curriculum updates & teach-meets in order to familiarise themselves with any changes and opportunities to further develop best practice. This is them disseminated to staff during Insets. In addition, research into music teaching is also fed into any training to ensure that teachers have the confidence to deliver the lessons well.

Achievement for all

By carefully identifying the barriers which individual children experience, teachers provide a challenging but achievable curriculum for pupils with SEND. Having high expectations of pupils with SEND can enable them to realise their potential that the barriers they experience might otherwise prevent.

Performing

Pupils get the opportunity to perform and share their musical knowledge and experience with a variety of audiences. For example, at the end of a lesson where pupils may appraise a group's performance, a pupil who has individual lessons sharing a piece they are proud of in class and whole classes or groups performing for parents or visitors.

Feedback

Assessment in Key Stage 1 & 2 is formative and ranges from instant feedback from the teacher to a assessment grid that teachers fill in at the end of a topic. This is useful as it informs the teacher of individuals' strengths and weaknesses and allows them to target key areas and individuals in the next unit.

Impact: How will we know we achieved our aims?

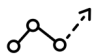| Pupils have developed a love of music which they will hopefully continue to develop throughout their lives | Pupils can play a tuned instrument with a degree of confidence | Pupils have an understanding of music from history & different cultures | Pupils can critically appraise a piece of music using knowledge & experience | Pupils can enjoy music as a listener, creator or performer | All pupils have made progress in their understanding of music from differing starting points. |