



Mountford Manor

Curriculum Policy

Music

“Music has a power of forming the character and should therefore be introduced into the education of the young.”

(Aristotle)

Whole School Curriculum Intent:

At Mountford Manor Primary School, children are supported, guided and inspired through our excellent teaching practises, to achieve academic success through a [knowledge-engaged](#) approach to the curriculum, which centres around a key stimulus.

Developing the whole child is at the centre of everything we do and our intention is that the curriculum extends opportunity, raises aspiration and opens children's eyes to the world beyond their immediate environment.

Through our values based approach, the curriculum encourages children to become kind, considerate and accepting individuals who make positive contributions to their community and beyond.

At Mountford we aspire for children to **Make the Most** of their **Potential**.

To do this, we strive for children to;

- Be **Motivated Learners**
- Seek **Meaningful futures**
- Become **Proud citizens**

In order for us to ensure our pupils "Make the Most of their Potential" 5 instrumental **Golden Threads** underpin and weave through everything we do at the school. We believe these threads enable children to have the essential knowledge and skills that they need to be educated citizens.

1. **Embed values** and a sense of community
2. **Develop oracy** through immersing pupils in a language rich environment
3. **Cultivate a sense of value** in the love of reading
4. **Enable and facilitate opportunities** and **experiences** to accumulate advantage; inspiring ambition and aspiration.
5. **Encourage curiosity**; pupils want to pupils do more, to know more; and therefore, remember more.

How the **5 Golden Threads** are embedded in our Music Curriculum

Golden Thread	How this is embedded in Music
Embed Values	Through learning various music techniques; children develop their resilience and persistence and through learning about different musicians they understand about the importance of tolerance and aspiration.
Develop Oracy Skills	Children are given opportunities in lesson to discuss their views and opinions on Music they and peers have created. Children are also given opportunity to discuss and give opinion on work of famous musicians. In each unit of work, children are exposed to a range of Music vocabulary which broadens the words they use to describe; discuss and critic what they produce and hear.
Cultivating a culture of readers	Where possible, children's Music work links to and/or is inspired by a key text.
Giving exposure to real life opportunities and experiences	Class teachers are encouraged to seek opportunities for children to experience Music through visits to concerts and performances alongside visits to the school from musicians and orchestras. Where possible, children will be exposed to a wide range of instruments, mediums and experiences that broaden their awareness and appreciation of different types of music. Children are made aware of the different types of careers and opportunities the world of Music

	brings. The profile of Music is raised by giving opportunities for Music to be celebrated both with their peers but also across the wider community (including parents and carers)
Encourage curiosity	By covering a wide range of techniques and looking at various musicians and genres; children develop a good sense of knowledge and understanding of Music. By knowing more; gives children the confidence to find out more about themselves as a musician .

Music Intent

At Mountford Manor, we intend music to be taught as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

Aims and Objectives:

Charanga is designed as a whole school approach, with all year groups working through the scheme at the same time. The Charanga Music Programme also ensures the school meets all the aims and objectives set out by the NC Music curriculum. Alongside what is taught in class, Years 1 and 2 benefit from Djembe African drumming lessons and Year 4 benefit from Ukuele lessons with teachers from the Swindon Music Service.

There are six units of work (half-term units of work) each with six lessons. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children’s needs.

At Mountford we follow the **Charanga Music Programme** which offers a comprehensive, carefully designed and sequenced scheme of work which brings consistency and progression to our children’s learning in Music.

Curriculum Map (Progression and sequencing):

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<ul style="list-style-type: none"> Listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language. 	<ul style="list-style-type: none"> Continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language. 	<ul style="list-style-type: none"> Understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language. 	<ul style="list-style-type: none"> Continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using more accurate musical language. 	<ul style="list-style-type: none"> Continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using more accurate musical language. 	<ul style="list-style-type: none"> Continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.
Games	<ul style="list-style-type: none"> Begin to understand how pulse, rhythm and pitch work 	<ul style="list-style-type: none"> Continue to understand how pulse, rhythm and pitch work 	<ul style="list-style-type: none"> Continue to understand how pulse, rhythm and pitch work 	<ul style="list-style-type: none"> Continue to build on previous learning about how pulse, rhythm and 	<ul style="list-style-type: none"> Children will have an understanding of how pulse, rhythm and pitch work 	<ul style="list-style-type: none"> Children to develop a deeper understanding of how pulse, rhythm and

	together to create music.	together to create music.	together to create music.	pitch work together to create music.	together to create music.	pitch work together to create music.
Singing	<ul style="list-style-type: none"> Start to sing songs/ raps together in a group/ ensemble. 	<ul style="list-style-type: none"> Continue to sing songs/ raps together in a group/ ensemble. 	<ul style="list-style-type: none"> Continue to sing songs/ raps together in a group/ ensemble. 	<ul style="list-style-type: none"> Learn and understand more about preparing to sing. Explore a range of vocal activity e.g. rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts. 	<ul style="list-style-type: none"> Understand more about preparing to sing songs/ raps together in a group/ ensemble, sometimes in parts and confidently. 	<ul style="list-style-type: none"> Understand with greater depth about preparing to sing songs/ raps together in a group/ ensemble, sometimes in parts and confidently.
Playing Instruments	<ul style="list-style-type: none"> Use glocks, recorders or band instruments, if appropriate. Start to learn to play together in a band or ensemble. 	<ul style="list-style-type: none"> Use glocks, recorders or band instruments, if appropriate. Learn to play together in a band or ensemble. 	<ul style="list-style-type: none"> Use glocks, recorders or band instruments, if appropriate. Learn to play together in a band or ensemble. 	<ul style="list-style-type: none"> Use glocks, recorders or band instruments, if appropriate. Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Play pieces in unison and in two parts. 	<ul style="list-style-type: none"> Use glocks, recorders or band instruments or band instruments. Play together with confidence and understanding in a band or ensemble. 	<ul style="list-style-type: none"> Use glocks, recorders or band instruments. Play together with more confidence and deeper understanding in a band or ensemble.
Improvising	<ul style="list-style-type: none"> Begin to learn that improvisation is when you make up your own tune or rhythm. 	<ul style="list-style-type: none"> Continue to learn that improvisation is when you make up your own tune or rhythm. 	<ul style="list-style-type: none"> Continue to learn that improvisation is when you make up your own tune or rhythm. 	<ul style="list-style-type: none"> Continue inventing musical ideas within improvisation. 	<ul style="list-style-type: none"> Know and understand that when you make up your own tune or rhythm it's called improvisation. 	<ul style="list-style-type: none"> Understand with greater depth that when you make up your own tune or rhythm it's called improvisation
Composing	<ul style="list-style-type: none"> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way. 	<ul style="list-style-type: none"> Continue to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way. 	<ul style="list-style-type: none"> Continue to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way. 	<ul style="list-style-type: none"> Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation. 	<ul style="list-style-type: none"> Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way. 	<ul style="list-style-type: none"> Understand with greater depth that composition is. creating your own melody within given boundaries. It can be notated or recorded in some way.
Performing and Sharing	<ul style="list-style-type: none"> Perform together in an ensemble/ band. 	<ul style="list-style-type: none"> Begin to perform together in an ensemble/ band. 	<ul style="list-style-type: none"> Continue to develop confidence in performing together in an ensemble/ band. 	<ul style="list-style-type: none"> Continue to develop confidence in performing together in an ensemble/ band. 	<ul style="list-style-type: none"> Begin to perform together confidently in an ensemble/ band. 	<ul style="list-style-type: none"> Perform together in an ensemble/ band, confidence and knowledge of your audience.

The Teaching and Learning of Music

At Mountford Manor we allocate approximately one hour to music each week in order to teach the music knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. Class teachers and Teaching Assistants deliver the weekly lessons to their own classes.

At Mountford Manor, we approach teaching and learning of music through 6 Key Principles.

These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom.

These 6 Key Principles are;

1.CHALLENGE

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives, there is a single challenging learning objective (Challenge for all). Staff are expected to consider what each individual student needs to achieve it and adjust their lesson accordingly.

All students may have different starting points but should aspire to the learning objective and a teacher should tailor and adapt their teaching;

- focused questioning;
- adult/ peer help with starting their sentences;
- Modelled and worked examples
- Manipulatives and practical apparatus to support learning

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone.

2.EXPLANATION

Three key principles should guide explanations:

1. Plan in to schemes of learning how to **link to and build on something already known**. a. Begin each lesson with a short review of previous learning (Rosenshine, 2012)
2. Allow for the **limitations of the working memory** when asking students to take on board new information, giving instructions, asking them to sort key bits of information etc. a. Present new information in small steps with student practice after each step (Rosenshine, 2012)
3. Where possible try to make the **abstract concrete** – think about and plan, how to make abstract ideas make sense:
 - a. Drawing diagrams; demonstrations; sharing and discussing images; taking the learning outside etc.
 - b. Provide scaffolds for difficult tasks (Rosenshine, 2012)
 - c. Direct explicit instruction (Kirschner, Sweller, Clarke, 2006)

3.MODELLING

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures**. For example: write an essay, *show* them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done. Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

4.PRACTICE

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills. Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate ‘intelligent’ practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility. a. Guide student practice (Rosenshine, 2012)
- b. Require and monitor independent practice (Rosenshine, 2012)

5.FEEDBACK

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful -how you will allow students to respond this feedback. Feedback is a two way process and the teacher should use the students' feedback to inform future planning.

Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (Rosenshine, 2012)
2. Guide student practice

6.QUESTIONING

Some questions can be planned for but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. a. Ask a large number of questions and check the responses of all students, b. Check for understanding (Rosenshine, 2012)
2. Provoke deeper thinking
3. Increase the ratio of participation and thinking of all students

Inclusion and the music Curriculum

When teaching at Mountford Manor, staff are aware of children's individual needs and how to best scaffold teaching and learning, to enable access for all. Teachers consider; a range of resources, classroom organisation and management strategies to ensure optimal access for all learners, including those with physical and learning needs. Teachers have access to specialist support for advice on target setting and assessment. All SEND pupils are identified (through the Swindon Core Standards paperwork and on the Mountford Manor' SEND register). Their progress is systematically recorded and monitored in individual provision maps / Termly SEN assessments.

Monitoring and Assessment

EYFS

In EYFS the new skills and knowledge learnt in music is evidenced by collecting photos and work produced by a child and placing it in their Learning Journeys.

Children's music knowledge and skills are assessed by judging them against the Early learning goals set out in the EYFS Profile documentation.

Key Stage 1

In KS1 the new skills and knowledge learnt in music is evidenced through a combination of work in class and pupil's responses to key questions.

Key Stage 2

In KS2 the new skills and knowledge learnt in music is evidenced through a combination of work in class, pupil voice and pupil's responses to key questions.

Review - To be reviewed September 2023 by Sharon Morgan (Music Lead at Mountford Manor).