



## **Music Subject Rationale**

### **Our vision for Music**

We aim for our children to become confident within the aspect of music. Our teaching is broken into three main areas within a session: listen and appraise, musical activities and perform/share. We encourage the children to engage within music lessons by bringing in practical elements, using a range of instrumental resources which are supported by online teaching tools.

### **Content**

The content of our Curriculum for music is based around the National Curriculum and the Charanga online resources.

In EYFS children will follow their early learning goals through 12 weeks of CHIME sessions and through explicit focus sessions from Charanga online, children will be encouraged to explore the different elements of music within child initiated play as well as adult focused activities.

In Key Stage 1 children will begin to develop an understanding of music through practical sessions linked to the Charanga framework. The children will learn to sing and to use their voices, create and compose music on their own and with others, and use technology appropriately.

In Key Stage 2 children will further their understanding of music through practical sessions linked to the Charanga framework as well as having the exposure to a Wider Opportunities in Year 4. The children will continue to learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

### **Concept**

The overarching concepts of our music curriculum are to understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations and will have the opportunity to progress to the next level of musical excellence and mastery.

### **Progression of skills and knowledge**

Our curriculum has a strong focus on developing children's skills, knowledge and vocabulary by building on their prior learning. This spiral methodology of learning consolidates and embeds children's learning, ensuring that mastery of music is achieved throughout our setting. Our children

are encouraged to have the confidence to perform, the knowledge to understand and the skills to explore how music is created, produced and communicated.

## **Inclusion**

At Abram Bryn Gates, we ensure that each individual is able to access and use the music equipment, allowing every individual the opportunity to investigate, create and explore to develop their musical skills, allowing every child to have the tools to succeed.

## **Opportunities & Resources**

At Abram Bryn Gates, we provide children with the opportunity to work with music specialists in EYFS and Lower Key Stage 2. In addition to the children having access to a wide range of musical instruments to explore, create and perform within their music lessons, they are also encouraged to become participants of individual music lessons which are delivered through Wigan Music Service. These lessons offer instrument hire and can cement a progression of skills as children transition throughout the school. Mass Choral Singing is also implemented regularly at Abram Bryn Gates with further opportunities via the school choir. The choir also has a rapport with groups within the local community by performing at the local church and local care home.

We also aim to provide our children with sufficient access to a broad range of musical opportunities and experiences, such as watching live performances from Manchester Orchestras: The Hallé and the Philharmonic. We also welcome visits from a variety of musicians within our setting.

## **Assessment**

In music, assessments will be made over time, based on evidence of a range of activities across the strand that are taught over a period of time. The nature of assessment will vary from formative to summative assessments, through observation, discussions and evidence of practical performances - including the progression of skills, knowledge and vocabulary. Teachers will also assess the children against the progression document using the following judgements: emerging; emerging +; developing; developing +; secure and secure +, and will record such judgements using the Insight tracking system.

## **Monitoring**

Following an action plan being completed, the music lead will work to carry out the tasks; auditing, pupil voice, teacher feedback and observations of practical sessions and surgery days. The feedback will then be shared with colleagues, including what is working well, areas to consider and next steps – this will then be reviewed and will feed into the following academic year's action plan. Our aim is to deliver Quality First Teaching across the curriculum and to achieve this effectively, training for staff will be available as a result of monitoring and identifying areas for development. An example of this would be when staff access CPD from other Music leaders from other settings.