



Learning happily together

Music

Subject Intent

At Lowe's Wong Infant School, we are building a culture where music is for everyone. We want to ensure that music is a joyful, engaging and an inclusive experience that enables every child to develop their musical potential and an appreciation of the value of music that is deeply personal to them. We want children to have a curiosity for the subject and a respect for the role that music may play in any person's life. We want our children to see themselves reflected in the musicians and composers we listen to and to encounter inspirational and aspirational musical role models that reflect the world: past, present and future, in all its diversity. The intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

We are committed to ensuring children understand the value and importance of music in the wider community, and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We encourage children to participate in musical experiences to build up the confidence of all children. In this way children can understand rhythm, follow a beat and explore the structure and organisation of music. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school. The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom activities, as well as the weekly singing assemblies, various performances and additional music clubs the school offers.

The national curriculum requirements of music are taught using the Charanga scheme. There are 6 strands to our implementation of intent:

- An ambitious and engaging music curriculum, taught through weekly music lessons from the Charanga scheme.
- Listening to music and learning about composers and musicians.
- Weekly singing assemblies.
- Music clubs.
- Opportunities for all children to perform to an audience.
- Planned inspirational and aspirational musical experiences.

Subject Implementation Plan

Timetabling

At Lowe's Wong Infant School music is timetabled on each Year group's long-term plans following the Charanga scheme of work.

In EYFS, music opportunities are continually provided during 'Explore and Investigate' activities (child-initiated time).

In both EYFS and KS1, music lessons are taught discretely, in weekly slots throughout the academic year. They follow the Music Scheme of learning units from Charanga, with one unit being taught per half term. During Autumn 2 the unit is shorter and can be adapted to allow for additional time to focus on learning songs for the Nativity performance.

How music is taught

In EYFS, music is delivered through planned, purposeful play and through a mix of adult-led and child-initiated activities following the Early Learning Goals. Charanga units of work are also followed, each half term covers one unit of work.

In KS1, Music is delivered through the Charanga Scheme of Learning which covers a new unit of learning each half term. Each unit is made up of six lessons and ensures students can create their own music, sing, listen, play, and perform.

Resources

In school we have a range of percussion instruments, tuned and untuned. The instrument trolley is in the hall. All children should be taught to handle the instruments with care and respect.

Marking, feedback and assessment

Ongoing assessments of the children's knowledge and skills to be observed by the class teacher. In EYFS, Regular observations and assessments of learning to be recorded against ELG.

Assessments are made informally throughout the term allowing teachers to complete termly data drops on Scholar Pack. In Foundation Stage, early music is taught following the guidance given in the expressive arts and design strand of development matters, supporting the children to work towards achieving the early learning goals.

In KS1 formative assessments of pupils' learning are made and assessed through observations and shared as evidence in Floor Books or uploaded to the evidence folder on SharePoint. These assessments contribute to a summative judgement at the end of each term against the Music curriculum statements and recorded on the Foundation assessment tracker.

Recording work

Evidence can be written or recorded on an iPad. Written evidence can be added to the floor books and recorded evidence is added to the evidence folder on SharePoint. All evidence should have a clear date and LO which links to the planning.

Learning Environment

Charanga provides most of the resources needed for lessons; including planning, PowerPoints, knowledge organisers and any activities are needed for that lesson. Additional resources such as instruments can be found in the school hall on the instrument trolley. The planning folder and the assessment folder on SharePoint should also be used to find additional resources and save electronic notes, assessments and evidence.

Curriculum Enrichment

Recorder club

Choir club

External providers offering musical experiences for example, African drumming.

SEND

All children will have equal access to the music curriculum. An inclusive approach to teaching music will ensure all learners can engage and succeed in the music curriculum. Adaptive teaching techniques will be used to support the delivery of each lesson, ensuring that there is a fully inclusive approach. Prior to each lesson teachers are expected to carefully read the planning and make annotations which show consideration to adaptations to enable all learners to successfully access the lesson and

achieve the desired learning outcome. For example, some children may need additional adult support, pre-teaching or reassurance on how loud the volume is before music is played. Some children may need adapted instruments such as large, handled beater sticks or the use of chime bars rather than a glockenspiel. Consider where learners are seated in the classroom to maximise their engagement.

Behaviour

All children will demonstrate the 3 things for good behaviour during Music lessons – good sitting, good listening, and good looking.

Depending on the music activity, teachers will use the visual prompt cards – Talking Turtles, Whispering Whales and Silent Snails to determine the level of noise for a particular activity. For example, silent snail must be observed during listening activities. Good behaviour will be rewarded in line with the school's behaviour policy. Children must be praised for positive behaviour and for following the expectations.

It is expected that teachers will respond to any misbehaviour promptly during music lessons by following the school's agreed behaviour policy of reminders, warnings, reflection and time outs.

Prior to each lesson teachers are expected to carefully read the planning and make annotations which show consideration to potential barriers to learning, adaptations which may need to be made and thoughtful seating arrangements. For example, for listening activities children may be seated on the carpet area and for dynamic activities children may go to table, stand behind their chair or work with a sensible partner. These considerations are important as they will have a direct and positive impact on the delivery of the lesson, pupil engagement and behaviour.