Music AT CEDAR PARK

SUBJECT INTRODUCTION

At Cedar Park, our vision is to inspire pupils to develop a love for music and their talent as musicians. In so doing, increase their self-confidence, creativity and sense of achievement.

Everyone should:

- Promote music as a universal language and one of the highest forms of creativity.
- Learn the skills and knowledge included within the curriculum
- Have the opportunity to explore music through different mediums
- Find enjoyment in music; listening to, performing and creating.

INTENT

The teaching of music at Cedar Park reflects the National Curriculum. We use Charanga to help teachers to deliver, and pupils to learn, the importance of **pulse.** Pulse is taught from a very early age, initially through clapping and body percussion before moving onto percussion instruments. This is an essential element of music that then leads to learning:

1. Rhythm, dynamics, timbre, pitch, and tone.
2. Musical notation
3. Composition of music

We want all children to have an appreciation of different genres and eras of music, and so this is embedded within our curriculum.

TO IMPROVE, OUR PRIORITIES ARE:

- Ensure new staff are quickly brought up to speed with how we teach music.
- To develop greater opportunities for children to sing outside of lesson time
- To have a strong emphasis on moving children on from being school musicians to musicians in the wider community/world

IMPLEMENTATION

We use Charanga at Cedar Park as this is a great tool in helping music be practical, exploratory and child-led. It also helps class teachers to deliver quality and consistent music.

A musical unit is split into 6 lessons. Each class (from Year 1 upwards) are exposed to three different units of learning. Each unit consists of:

1. Listening and appraising music
2. Musical activities, which include singing, playing instruments, improvising and composing.
3. Performing

Each lesson within a unit has a deliberate sequence of learning. Children begin by listening to music. Across the curriculum, this will cover different genres and eras. The children will share their thoughts on music and compare it to other music that has been previously listened to. These conversations are very much child-led.

The lesson will then take the children through activities that may involve singing, playing, improvising and composing. Within the singing and playing sections, there is a real focus on repetition, whereas the later activities are exploratory.

We end the lesson with a performance and some appreciation. This performance will demonstrate the learning of the lesson and the exploration, inspired by listening to music.

STRENGTHS

- Initial staff training, which focused on pulse, the sequence of learning and use of recorders and glockenspiels.
- The music room, which has lots of instruments that contribute towards our curriculum.
- Peripatetic music teaching in guitar, singing, piano and drums.
- The focus on process as well as product. Everyone and all music is critically appreciated.
- Children's love for music and singing.
- The quality of performances at Christmas, Harvest, Fayres and the end of Year 6.
- The brass band formed by the Year 5 class- tutored by the Bucks Music Service.

CHILDREN WITH BARRIERS TO LEARNING

Adapted teaching methods include:

- Pre-exposing children to content of lesson or a new instrument
- Ear defenders to allow children to participate with more confidence
- Visual aids to help children identify instruments
- Key vocabulary on view
- Co-operative learning
- Clear modelling

With a clear focus on exploring and composing, it does create an inclusive environment whereby process is just as important as product.

MUSIC IN EYFS

Using Charanga and other resources, children explore all key elements of music throughout the year. They listen to music and explore a variety of instruments – how they are played, what sounds they make, how to play them in a controlled manner based on the commands of a conductor, e.g. starting, and stopping. They learn how to play basic rhythms and explore dynamics, pitch and tempo.

Children make their own instruments using a range of materials and perform to their peers making up their own songs or singing familiar ones.

Music is also experienced through a range of activities throughout the year, such as: daily maths songs, nursery rhymes, routine songs, singing linked with topics and Christmas songs for our production.

SUBJECT ASSESSMENT

Children will demonstrate their musical ability through singing, playing, exploring and composing.

Staff will make ongoing assessments on children throughout a music unit. Anything that needs to be addressed can be during High Five sessions at the beginning of a lesson; 1:1 during a Check In; as a class during a morning Check In.

There may be times where compositions or performances are recorded and then critically appreciated by peers or a teacher.

The quality of provision will be monitored frequently by leaders and the music co-ordinator. Where staff support is required, the music leader will be able to assist.

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