



What Music looks like at Claybrooke & Dunton Bassett Primaries

This is our philosophy:

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act.
- Music can provide fulfilment throughout life.
- Music transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self-expression and creativity.
- It stimulates responses on both emotional and intellectual levels. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.
- Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures.
- All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

What Music Lessons look like in our school:

The chart below highlights four key areas in an art lesson and details what might be happening in school:

<p>Teachers who...</p> <ul style="list-style-type: none"> • have a strong, connected understanding of the material being taught. • plan engaging activities in music that build on the children's prior learning and experiences. • give children of all abilities the opportunity to develop their skills, knowledge and understanding. • plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. • provide opportunities to attend music or singing clubs. • invite parents and the wider school and local community to watch musical performances and recitals. • provide an array of performance opportunities including school based, Trust based and wider country and regional based collaborative projects. • encourage high standards in performance. 	<p>Children who...</p> <ul style="list-style-type: none"> • engage and are confident. • demonstrate learning behaviours (R2R) • cooperate with others in the shared experience of music making. • are willing to take risks and challenge themselves • can choose appropriate equipment • practise skills and explore through experimentation • are brave and individual in their choices • appreciate their own and others' work • can use appropriate and specific vocabulary to describe their own and other musicians' work. • have a knowledge of great composers and musicians and understand the historical and cultural development of their art form.
<p>Support Staff who..</p> <ul style="list-style-type: none"> • are pro-active • take the initiative • are well-directed • prepare resources for teaching • clarify instructions for targeted children 1:1 • lead a group in the classroom 	<p>Resources being used might include...</p> <ul style="list-style-type: none"> • tuned and untuned musical instruments • interactive whiteboard • information text eg books • CDs

This is how we use intervention:

- Small group additional teacher or TA support for identified children.
- Quick response intervention with identified children.
- Use of ear defenders for specified children with particular sensory needs.

This is how we challenge the gifted and talented artists:

- Provide more time if needed to complete work
- Allow experimentation and use of own ideas, without judgement
- Encourage deeper investigation of how musical ideas and techniques can be manipulated and developed.

This is what we do:

- Our Music curriculum supports the aims and objectives of National Curriculum 2014.
- Skills and knowledge progress using the 2-Years rolling Curriculum Map, formulated in line with the new Knowledge Based Curriculum.
- The Music Curriculum is relevant to the children in its links with the wider curriculum as well as the history and geography of the local area.
- Communication to parents is given regularly (Music Performances, 'Coffee, Cake and Catch Up Music activity sessions, Facebook/Twitter/Newsletter posts and information about Music happening within school)
- Raised profile of Music through performances and recitals eg productions, assemblies, ensemble performances and Young Voices.

This is how we know how well our pupils are doing:

- Teacher Assessment
- Performances
- Evidence, recordings and photographs of children's work gathered throughout the year.
- Feedback
- Targeted use of TAs for targeted individuals or groups.
- TA/Teacher conversations

This is the impact of the teaching:

- Confident children who make links and comparisons between different pieces of music they hear and create using appropriate vocabulary.
- Children who can experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notations) and develop this as they move through school.
- Children who play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.