

Music At Temple Ewell

Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns and songs from the Spirit, sing to God with Gratitude in your hearts.

Colossians 3:16

Intent

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (National Curriculum Purpose of Study)

At Temple Ewell C of E Primary School, we aim to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- 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;
- 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. (As outlined in the 2014 National Curriculum)

Implementation

Curriculum structure

Music is taught within the creative curriculum and where possible learning is linked to other subjects. Big questions are used to help guide and focus learning and thinking. Our Curriculum provides an integrated, practical, exploratory and child-led approach to musical learning.

At Temple Ewell we set out 'sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:' (MMC-March 2021)

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

At Temple Ewell Music lessons are taught by both class teachers and specialist teachers. Music teaching is carefully integrated into the curriculum and is at the heart of collective worship. Specialist teachers provide instrument lessons, using their experience and subject knowledge to discuss musical choices with the pupils, ensuring that their interests are central to their learning. We use a range of resources including the music scheme, Charanga, to support the pupils' learning.

Early Year Foundation Stage

In the Early years Music includes a variety of adult-led and child-initiated activities delivered through planning (Communication and Language/ Physical Development/ Expressive Arts and Design) and play.

Music is taught during music lessons, through continuous provision, as part of the daily routines (date, weather, season songs) through cross curricular teaching and through whole school hymn practice and collective worship.

Musical learning is focused around nursery rhymes and action songs. Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children.

Instruments.

Key Stage One -

Pupils play a range of percussion instruments and begin to learn the Glockenspiel.

Key Stage Two

Pupils have at least two full years of Ukulele lessons taught by a music specialist.

Individual Lessons -

Pupils have the opportunity to take individual or group instruments lessons learning instruments such as the Guitar or Piano.

Pupils are encouraged to play any additional instruments they are learning outside of lessons, within their class lessons.

Performing

Each music lesson ends with a performance.

Productions are a carefully planned part of our curriculum and are timetabled throughout the year. We welcome parents and wider members of the community to the children's performances during assemblies, celebrations and productions.

The Choir Club sings to a range of audiences, building on the skills they learn in their lessons and widening their repertoire. They have regularly performed for their peers, the wider village community and at the Young Voices - The Largest School Choir In The World!

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Impact

Music lessons in Key Stage One ensure our children:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- Play tuned and untuned instruments musically;
- Listen with concentration and understanding to a range of high-quality live and recorded music;
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Music lessons in Key Stage Two ensure our children:

Are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- Improvise and compose music for a range of purposes using the interrelated dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory;
- Use and understand staff and other musical notation;
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- Develop an understanding of the history of music.

Mastery

Our Curriculum enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a secure and deep learning and mastery of musical skills. Over time, children can develop new musical skills and concepts and re-visit established musical skills and concepts.

Spiritual, Moral, Social and Cultural development through the music curriculum

The development of our pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others.
- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socio-economic groups in the local, national and global communities.