Music



Intent

At Mapperley Plains Primary School we recognise that Music adds something very special to life. It has the power to speak to every emotion, to energise, to comfort and to bring people together. We believe every young person should have the opportunity to sing, to learn an instrument and to experience the joys and benefits that making music with others brings.

We offer a Music curriculum which equips our children with key skills, knowledge and vocabulary motivated by our curriculum drivers:

- **Initiative -** We encourage our children to develop their independence, empowering them to act and be responsible for their own learning about which they can clearly state and explain their opinions.
- **Inclusivity -** We pride ourselves on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we value everyone. We want the children to recognise and celebrate diversity existing in our world, instilling pride in individuality.
- **Resilience -** We relentlessly focus on developing children who are resilient, who can adapt to and recover from tough or challenging situations. We encourage the children to try their best in all that they do.
- **Possibilities -** We encourage the children to build aspirations, identify talents and know possibilities for their future lives.



We ensure the curriculum is **Relevant and Memorable.** When planning lessons, we consider the following: 'Because our children...we…'

Our aim is to ensure that a musician leaving Mapperley Plains will have:

- Experience of singing and playing music with others from a range of traditions and styles
- Developed the skills needed to play an instrument to a basic level or higher
- Performed confidently in front of an audience, showing musicality and control
- Listened to and understood musical features found in music from across the ages as well as show an understanding of the origins and context of music they listen to
- Expanded their musical vocabulary
- Improvised, composed and created music from different stimuli
- Understood the basics of musical notation including rhythm and pitch
- Experienced a broad, balanced and differentiated curriculum;

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Implementation

As a school, we follow our Progression Map for Music, devised from the Early Years Framework and National Curriculum Guidelines. This ensures all aspects, knowledge and skills of Music are taught across all year groups.



We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge both **substantive** (the factual knowledge for each subject) and **disciplinary** knowledge (the action taken within a subject to gain knowledge e.g. musicianship skills, composing, learning an instrument).

We use a variety of sources to support our curriculum. In Early Years and KS1, topics and programmes are inspired by those from the Sing Up curriculum, with adaptations to include as much instrumental work as possible (tuned and untuned percussion). Towards the end of year 2, recorders are introduced and pupils learn some basic notation. Pupils are able to continue their recorder journey through extra-curricular clubs.

In LKS2 children have 2 years of Whole Class Instrumental Learning, using the violin. Pupils have opportunities for performance both in school and out. In year 4, pupils are given opportunities to extend their learning outside of the classroom. All pupils are given the option to continue having smaller group lessons in year 5/6.



In UKS2 the focus shifts to world percussion, keyboards and the use of music technology, particularly for creating and composing. Pupils are also invited to use the instruments they learn outside of lessons for performance and composition tasks.

Throughout their school life, starting in F1, pupils have regular singing sessions with their cohort, focussing at first on basic rhythm, copying, nursery rhymes etc., and progressing through to songs with a wider melodic range, different languages, and with 2 or more parts. All pupils sing in performances in school each year.

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As part of each topic, a Knowledge Organiser which includes essential sticky knowledge, is shared with children. The Knowledge Organiser is used frequently in lessons to support with the transference of knowledge from the working memory into the long term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme and across the year. To develop the use of correct vocabulary in Music, key vocab is identified and listed for each unit of learning.

Ongoing formative assessment is used to ensure all lessons are relevant and supports with planning next steps. Children are given lots of opportunities to demonstrate their learning through in class performance of techniques, skills and compositions. End of year assessments state whether children are working towards, expected or exceeding age-related expectations.



Impact

Through the high quality teaching of Music, we will see:

- Children who are engaged and excited to make music, with developed musical skills and knowledge.
- Engaging lessons that develop inquisitive learners who aspire to explore new learning further.
- Children who are musicians and music-lovers; able to find their own musical path through listening, appreciation, creation or performance for the rest of their lives.
- Children who can make links to prior learning and connections to other areas of the curriculum.
- Children who are adding 'Sticky Knowledge' to their long-term memory and who are able to talk confidently about the knowledge they have acquired, and demonstrate their musical skills through performance and composition.
- Children who will complete learning and research independently to further their own enjoyment about the subject or topic.
- A school environment that is musically rich through lessons, singing assemblies, ensembles, clubs, instrumental lessons, performances, displays, resources, vocabulary etc.



Inspiring learners. Shaping futures.