



How we teach *Music* at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Summer 2024

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing pupils for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out in love and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows:
Created to be like God, we are all individual, different, and precious.

As school families, we treat everyone with dignity, seeing each person as a vital stroke in the creation of the masterpiece which is our school community. We love and welcome everyone, supporting them in the ups and downs of life and giving them hope for a bright future in their lives and learning. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and forgiving hearts in the strategic and day to day life of the school. Trusting in God and the teaching of the bible, we are building a culture of trust in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their uniqueness will contribute to the unity and wholeness of Austrey and Newton Regis Church of England Primary Schools.

Curriculum design

Our curriculum is ambitious and is based on the national curriculum but we recognise that this is the minimum entitlement for our pupils. Each subject is taught as a discrete discipline. Whilst developing these, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered diversity, environmental awareness and health education when designing our curriculum.

For the National Curriculum Document, please [click here](#).

For the Model Music Curriculum 2021, please [click here](#)

Our learning Behaviours

Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

Team Work

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

What is Music?

Our KS1 definition

Music is putting sounds together. You can make music by singing or playing instruments or listen to it. People trained in **music** are called musicians.

Our KS2 definition

Music is a group of sounds that people have arranged in a pleasing or meaningful way. All cultures of the world make some form of **music**. **Music** can be simple, for example, one person tapping out a beat on a drum or singing a song. People trained in **music** are called musicians.

"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 talent 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.” (DfE National Curriculum 2014)

The national curriculum for music aims 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

“**The power of music:** Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.” The Model Music Curriculum 2021

Intent

At Austrey and Newton Regis, our music curriculum intends to inspire creativity, self-expression and encourages our pupils on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

Implementation

Music is taught as a discrete subject discipline. We have long term plans that run on a two-year rolling programme to accommodate our mixed aged classes and to ensure full coverage during each key stage. We use the Charanga music scheme but have adapted and supplemented this to enable us to fulfil the model music curriculum 2021.

Church services

As Church of England Schools, we lead services at key times of the church year. These services include a mixture of modern and contemporary hymns and carols, some of which are chosen by the pupils in the Worship council. These are well attended by parents and carers.

Collective worship

Listening: pupils have the opportunity to listen to and appraise music from a wide variety of genres, traditions and cultures daily. The music is discussed and all pupils have the opportunity to express their opinions on the music and how it makes them feel as well as learning about the composer and background of the music (see Appendix 1)

Singing: pupils have the opportunity to sing daily in collective worship and there is a dedicated 'songs for worship' weekly to enable them to learn new songs frequently.

Performances

We have three whole school performances each year. EYFS and KS1 take the lead in the Nativity play with KS2 as the choir, Y3 and Y4 take the lead in the Easter Play with the rest of the school as the choir and Y5 and Y6 lead the Leavers' Play with the rest of the school as the choir. These are well attended by parents and carers.

Learning to play instruments

All pupils will learn the recorder in KS1 and glockenspiel in KS2. These are then be integrated into the music scheme

Pupils are also given the opportunity to learn the guitar, keyboard or piano through peripatetic music teachers. Those eligible for the Pupil Premium Grant are encouraged to take up this opportunity which is then paid for through this grant.

Composer Study

All Pupils will study a composer in depth during both key stages

Warwickshire Sings!

Y3/4 pupils take part in this programme which involves a specialist teacher teaching singing weekly for a whole term and culminates with a joint performance with many other Warwickshire schools at Warwick Arts Centre.

Examples of links

- When studying the planets in Science and 'Cosmic' in English, Y5/6 pupils studied The

Planet Suite

- The Carnival of the Animals is studied in Y1/2 during their Animals science topic
- Y3/4 learn songs about food whilst studying nutrition in science

Long term plan

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Mel - nursery rhymes and action songs (what I look like, growing, colour and toys)	Everyone! - nursery rhymes and action songs (family and friends, music from around the world)	Our World - nursery rhymes and action songs (science e.g. animals, weather and space)	Big Bear Funk - Funk music	My Stories - nursery rhymes and action songs (Traditional tales and characters)	Reflect, Rewind, Replay - Consolidate learning through the year.
Year 1/2	Composer Study Carnival of the Animals - Saint-Saëns	Rhythm in the Way We Walk/Banana Rap - Reggae and Hip Hop	Hey You! - Old School Hip Hop	Into The Groove-Blues, Baroque, Latin, Bhangra, Folk and Funk	Jack and the Beanstalk - Singing (Y1) Recorder Course (Y2) - Blown Away 1	Reflect, Rewind, Replay - Consolidate learning through the year.
Year 3/4	Ocean Songs - Singing,	Three Little Birds - Bob Marley and Reggae	Recorder Course - Blown Away 2	Let your spirit fly - RnB	"The Hydrologic Cycle Rag" - signing	Reflect, Rewind, Replay - Consolidate learning through the year.
Year 5/6	Glockenspiel Course	Living on a Prayer - Rock Anthems	Ancient Egypt - singing	Make you Feel my Love - Pop Ballads	Dancing in the Street - <u>Motown</u>	Reflect, Rewind, Replay - Consolidate learning through the year.
Whole School	Church Service - Harvest	Christmas Performance Church Service		Easter Performance Church Service	Church Service - Ascension/Pentecost	Leavers Church Service Y6 - Birmingham Cathedral Service
Collective Worship	ACTIVE LISTENING - The word 'Classical' describes a period of time in Western music that chronicles the music of Haydn, Mozart and early Beethoven, as well as other composers who lived during the years 1750–1820. However, the term 'Classical music' has come to be known as a term for a genre of music that spans the course of hundreds of years, including all Western music from Medieval Church music, to Stravinsky, to the current day. ⁴⁰ representative pieces of Classical music have been selected to listen to over the autumn, spring and summer terms. The National Curriculum (2014) states that children should: "...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. Breadth of listening across ALL genres and styles of music is paramount for children to understand where music fits into history and to aid informed choice about the music they listen to." Children will listen to a piece of Music, answers questions, explore facts about the composer and genre of music then find out where this fits into an historical timeline					
Extra Music Lessons	Children will be given the opportunity to receive peripatetic lessons from Warwickshire music service or from a piano and singing teacher in the community. (Pupil premium children may be funded from the Pupil Premium grant)					

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Mel - nursery rhymes and action songs (what I look like, growing, colour and toys)	Everyone! - nursery rhymes and action songs (family and friends, music from around the world)	Our World - nursery rhymes and action songs (science e.g. animals, weather and space)	Big Bear Funk - Funk music	My Stories - nursery rhymes and action songs (Traditional tales and characters)	Reflect, Rewind, Replay - Consolidate learning through the year.
Year 1/2	Hands, Feet, Heart - celebrating South African Music	Ho, Ho, Ho - a Christmas song	I Wanna Play in a Band - Rock	Zootime - Reggae	Minibeasts - Singing (Y1) Recorder Course (Y2) - Blown Away 1	Reflect, Rewind, Replay - Consolidate learning through the year.
Year 3/4	Mamma Mia -Abba Hits	Stop! - rap on theme of Bullying	Celts and Romans - Singing	Lean on Me - Soul and Gospel	Black bird - The Beatles and songs about civil rights	Reflect, Rewind, Replay - Consolidate learning through the year.
Year 5/6	Glockenspiel Course	Composer Study The Planet Suite by Gustav Holst	Fresh Prince of Bel Air Old School Hip Hop	Music and Me - Inspirational women working in music	Happy - Songs about being happy from 20 th and 21 st Century	Reflect, Rewind, Replay - Consolidate learning through the year.
Whole School	Church Service - Harvest	Christmas Performance Church Service		Easter Performance Church Service	Church Service - Ascension/Pentecost	Leavers Church Service Y6 - Birmingham Cathedral Service
Collective Worship	LISTEN BY STYLES, GENRE or ERA - This is a colourful collection of music covering a wide range of periods, styles and genres. Each piece has supporting information and onscreen prompts to really help focus, extend and enrich the listening experience and include features such as structure and instrumentation. The repertoire is grouped by periods such as Baroque (1600-1750) or Classical (1750-1820) ideal for exploring stylistic traits or linking to historical events and by styles and genres perhaps to familiarise your pupils with a specific type e.g. <u>Motown</u> or for examples of music written for specific purpose. The National Curriculum (2014) states that children should: "...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. Breadth of listening across ALL genres and styles of music is paramount for children to understand where music fits into history and to aid informed choice about the music they listen to." Children will listen to a piece of Music, answer questions, explore facts about the composer and genre of music then find out where this fits into an historical timeline					
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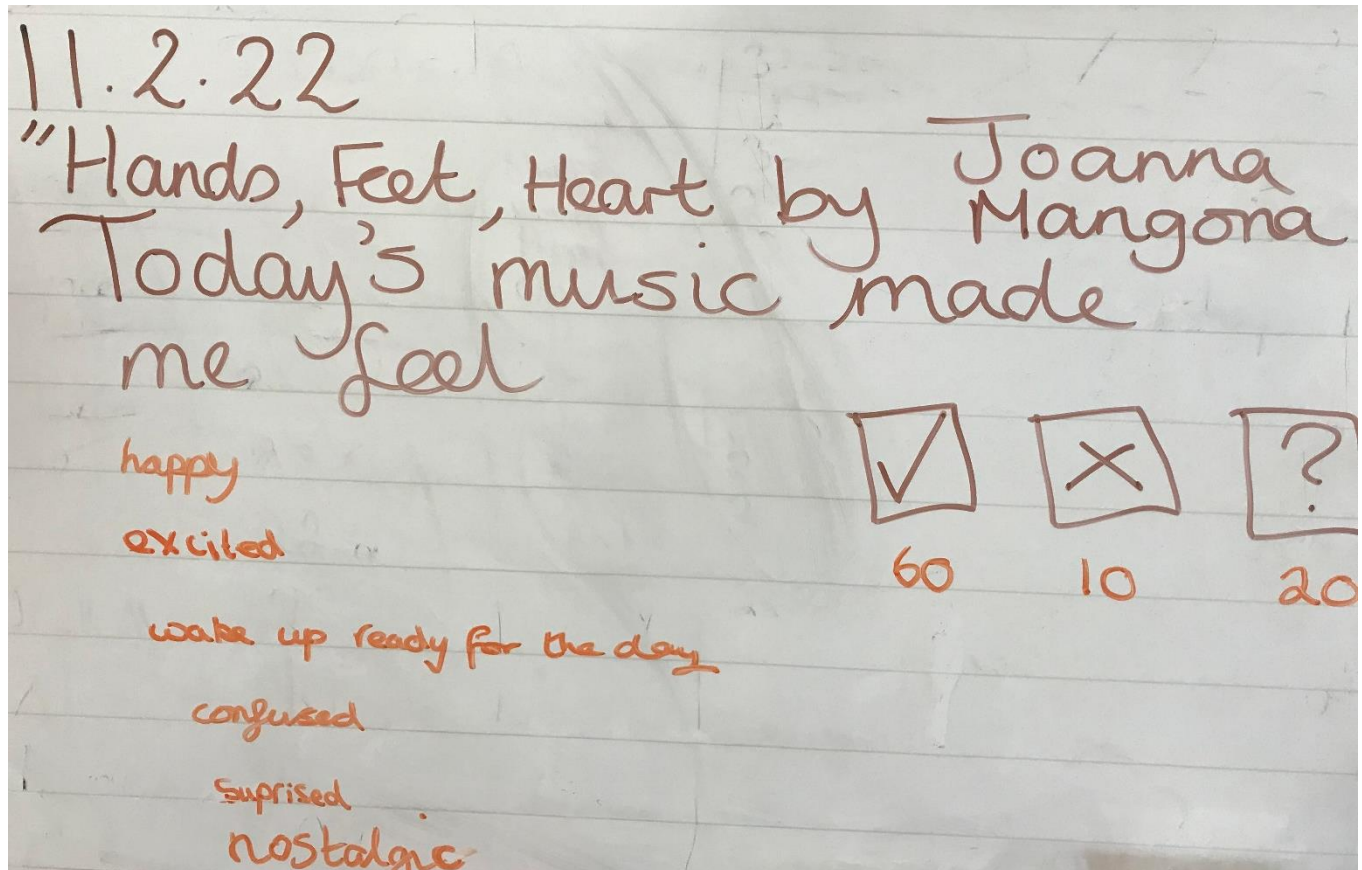
Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work.

- ✓ If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:
- ✓ Pupil discussions and interviewing the pupils about their learning (pupil voice). See Appendix 2
- ✓ Governor monitoring with our curriculum
- ✓ Curriculum audits by the BDMAT central team
- ✓ Annual reporting and tracking of standards across the curriculum.
- ✓ Photo and video evidence of the pupils' practical learning.
- ✓ Use of the assessment tools provided within the Charanga scheme.
- ✓ The impact of our music curriculum is also measured in the uptake of our extra curriculum music offer

Appendix 1

Example of Music appreciation in Collective Worship



Appendix 2

Examples of quotes from pupil voice surveys

Arlo - Y1 "Rock music made me feel excited"

Elsie - Y2 "Music in assembly makes me feel relaxed"

Bronte - Y4 "It brings joy to my souls and sometimes calms me down"

Rohan - Y4 "(Learning Abba songs) was fun and motivating"

Ruby - Y5 "The Planet Suite by Holst - I liked the more exciting ones ... like music has a character. Some felt like you were being chased by building up tension and oy linked to our book Cosmic"

Sienna Y6 "Glocks make nice music and are wonderful to play"