

Music at St Mary's CE Middle School, Puddletown

Inspire Today to Shape Tomorrow



“Music is a more potent instrument than any other for education because rhythm and harmony find their way into the inward places of the soul.”



Music Curriculum Statement

At St Mary's Middle School, music is taught as a practical enjoyable learning experience once a week. We encourage children to participate in a variety of musical experiences to build confidence and self-esteem in all children. Our teaching focuses on developing the children's ability to sing, perform and compose across a wide variety of historical periods, styles, traditions, and musical genres independently and in groups. We teach them to listen and to appreciate each-others work as well as music from the great composers and artists. We focus on the relevance of music in their lives today and about how music can represent feelings and emotions. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Our aim at St Mary's Middle School is to give every pupil the chance to achieve their God given potential in all areas of their life

In music we believe it is the right of every pupil to develop musical skills and fulfil their God given potential with high-quality, progressive music learning.

In line with the whole school curriculum policy, the following Christian values underpin everything we do in Music. Respect, Forgiveness, Justice, Acceptance, Equality, Kindness and Uniqueness. Our aim is to Inspire Today to Shape Tomorrow.

St Mary's Inclusion Strategy

"Musical Inclusion is about removing barriers to ensure all children enjoy full participation in a music education which supports the development and achievement of each young person based on their individual abilities, needs and interests." - Dr. Phil Mullen.

At St Mary's we ensure that all students have access to whole class music lessons, instrumental music lessons individually or as part of a group and access to a variety of extra-curriculum clubs. Instrumental hire and lessons may be funded through PP the Music Hub and other charities.

We achieve inclusivity by embracing a wide range of genres and styles, supporting participants to achieve social and personal outcomes as well as musical ones

Cultural Capital

The Cultural capital is the accumulation of knowledge, behaviours, and skills that children can draw upon and which demonstrates their cultural awareness, knowledge and competence.

For students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital and music is a subject that is able to help children achieve this. The music department at St Mary's Middle School, strives to equip pupils with the music knowledge and cultural capital they need to succeed in life.

A shared foundation within the MAT, Music Hub, Independent schools, local community, parish church and outside arts organisations act as a launchpad to access wider musical culture in which all can thrive and share the joy of music.

Expectations and Routines

Lesson content

- Students are greeted as they arrive at the door. Music will be played as they enter the room that will be related to their current area of study or a current/pending event. Pupils will engage in questions and discussion related to the music being played.
- Warm-up activities such as singing and rhythm are included in every single lesson. This may be a warm-up song, specific singing task related to the lesson's content or in preparation for events such as Christmas/Easter concerts and services.
- Daily learning questions and success criteria are shared each lesson and referred back to at the end of the lesson as an assessment for learning device enabling students to recall what they have learnt, and discuss how they have made progress during the lesson.
- Every music lesson is practical based and may include developing instrumental/singing skills working either independently or as part of a group.

Assessment and Curriculum development.

- Retrieval practice.
- Targeted questioning.
- Teacher observations.
- Now/Next targets.
- DIRT/reflection time given to allow students to improve their work.
- Self and peer assessment against success criteria.
- Formative assessments given constantly as live verbal feedback to facilitate learning.
- Formal video assessments at the end of some units of study and for moderating work.
- Assessment moderation meetings as part of the Wessex MAT.
- Teacher evaluations are given at the end of each unit to measure progress and effectively review the learning and highlight misconceptions.
- Low state quizzes used to measure progress, understanding of key terms and highlight misconceptions.
- Curriculum and assessment are designed to support explicit vocabulary instruction in everyday connected language. Provides several contexts in which the word can be used purposefully or for alternative meanings.
- Curriculum mapping across all subject areas to assist recall and transfer of skills across all subject areas.
- Meetings with other middle schools/Thomas Hardye's and feeder schools, along with the Head of Wessex MAT music to promote the sharing of good practice and align progressive curriculum/assessment from year 1 - 9 and the readiness for G.C.S.E.
- Links within the MAT to ensure the intent and implementation of the curriculum has an impact and is measured.

Intent

To build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being. The Music department strives to make Music accessible to all. We strive to promote independence and persistence during the rehearsal process, allowing students to take responsibility for their own performances and as a result, opening up performance opportunities.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities and the weekly singing assemblies. Students will sing and play musically with increasing confidence and control along with developing an understanding of musical composition. Students are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 'accuracy, fluency, control and expression'.

All pupils have access to instrumental tuition within the classroom as well as the peripatetic teachers. The musical elements are taught in the classroom lessons so that children are able to use subject specific language to understand how it is made, played, appreciated and analysed. In the classroom children experience instruments from all four main instrument groups of woodwind, strings, brass, and percussion not to mention keyboards, Ukuleles and Djembes. In doing so, they not only experience listening to music from different cultures and eras, but how they produce their sound as well as how to read basic music notation. As the pupils' confidence builds, they enjoy the performance aspect of music.

The number of school based musical clubs provides pupils opportunities to rehearse and perform in school concerts/church services as well as performances and events within the local and wider community. The Wessex Music Service clubs (supported by Wessex Multi-Academy Trust) offer extended opportunities for pupils to rehearse and perform with pupils from within the wider MAT and perform in a number of concerts and performances with visiting music staff and professionals from outside arts organisations.

The Music department aims to provide a comprehensive range of extra-curricular activities and performance opportunities for all. It also recognises the need to really stretch and challenge the most able students to allow them the opportunity to create and perform music at the highest possible level and in the most inspiring performance spaces available in our community.

We promote a love of music and singing across a broadened curriculum so that all children know more, remember more and understand more.

Implementation

Music is taught throughout the school for 50 minutes per week. Areas of learning, such as maths, vocabulary in languages and movement in dance are all incorporated in different areas of the music curriculum.

The curriculum has been carefully designed and can be accessed by all learners. Tasks are differentiated to support learners with SEN needs and those who require further challenge. Clear and comprehensive schemes of work are in place and in line with the National Curriculum. Teaching and learning show progression across all key stages within the strands of music and is aligned with both feeder and upper schools.

The music curriculum is taught progressively through three interrelated pillars:

- **Technical**
 - Competence in controlling sound (instrumental or vocal)
 - Musical notation – traditional, chord symbols, tab etc.
- **Constructive**
 - Knowledge of the musical elements
 - Knowledge of the devices in composition
- **Expressive**
 - Musical elements
 - Musical creativity
 - Knowledge of musical meanings across the world and time

Key Stage 2

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

Pupils should be taught to:

- 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 notations,
- 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.

Key Stage 3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression,
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions,
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions,
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices,
- listen with increasing discrimination to a wide range of music from great

composers and musicians,

- develop a deepening understanding of the music that they perform and to which they listen, and its history.

Professional peripatetic teachers and musicians work within year groups, small groups and individual lessons. Year 5 and 6 receive free music lessons and instruments provided via the 'DMS - Music continuation programme.' Others have access to individual and group lessons on a variety of instruments. Where possible instruments are also loaned free of charge.

A love of playing an instrument is promoted and encouraged in their ability to do so as a form of expression.

Performances, such as Christmas concerts, carol services and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir, orchestra and peripatetic music lessons, also provide children with experience of making music.

Impact

Impact of the progressive curriculum is secured with frequent retrieval activities, developing transferable skills and concepts, with a focus on listening, performance, composition, and improvisation in all areas of study. This retention of knowledge is pertinent to the music department. Children are assessed at the end of each unit against age related expectations in music and again at the end of their cohort year. Underperforming students are identified and support put in place through targeted rehearsal time, and adapted activities to meet individual student's needs. Building students self-confidence through performance and the sharing of composition work is also vital for the department.

The impact of teaching music can be seen across the school with high profile performances and engagement. Whole-school and parental engagement is also evident through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Children will have heightened awareness of musical opportunities available in and outside of school. Pupils will have access to these opportunities in school and the local community as well as Wessex Music Service (Wessex Multi-Academy Trust) with a number of projects working with outside art organisations, professional musicians and performing in prestigious venues.

External music teachers are viewed as important assets to our school which are coordinated by Wessex Music. Alongside this, students are also encouraged to attend the Wessex music night at Thomas Hardy School on a Wednesday after school allowing cross collaboration with other students from the Dorchester area.