

## Music at St. Michael's

At St. Michael's, we recognise the importance of music to allow all children to learn and express themselves through a different medium. Music units are catered to fit the requirements of the national curriculum, using the Charanga scheme of work produced by the Norfolk Music Hub. This supports children to increase their self-confidence, creativity and sense of achievement. Children develop critical engagement with music, allowing them to compose, and to differentiate between different genres, styles and the works of great composers. Teaching our children how to understand the key terminology, sing while following a melody and learn to play an instrument, is of paramount importance to us at St. Michael's.

### **Intent**

**Academic** We aim for every child in our care to achieve their academic potential and we also acknowledge that our children have different starting points. The Music curriculum must therefore promote the appropriate subject knowledge, content, skills and understanding needed.

Our children will be taught key music terminology throughout all the units learning, making a steady progression. Also, children will learn about the genres of different songs, the history behind them and to sing them. We will support our children to set goals, to aim high and understand the cultural diversity behind these different genres. **For example, in the first term of year 4 children focus on 'Mamma Mia' by Abba. They look at its structure and how to sing along with the melody and not just read the lyrics.** In Music we will also teach our children how to read music to play the glockenspiel. Teachers will help our pupils to understand the importance of timing, rhythm and how to work as a class constructively for group performances. **As an example, every year group has a glockenspiel unit, with year 4's entitled 'Glockenspiel Stage 2'. The overarching objective is, 'To introduce students to learning about the language of music through playing the glockenspiel'.** We will instill within our children the confidence to play their instrument to a backing track without the support of the teacher.

**Character** At St. Michael's, we recognise that service to school and the wider

community is important to our pupils' future successes. Music lessons help us to look at our community and the wider world, to celebrate our similarities and differences in music created. **An example of this is the 'Classroom Jazz 1' unit in year 5 where children learn to improvise the styles of Bossa Nova and Swing.** We also use our lessons, to develop performance character virtues. **In every year groups units, the children are learning (and then performing) different songs to sing/play. They learn the importance of musical presentation as well as physical presentation during a performance.** Intellectual character virtues are also developed in lessons such as **'Glockenspiel Stage 1' in Year 3. Here the children see the importance of being able to identify different notation on a piece of music to be able to play their instrument.** With a continual emphasis on self-worth and potential we will inspire our children to perform, to both familiar and unfamiliar audiences. **For example, the school choir performed at Norwich Cathedral in 2019 with four other schools to an audience made up of their families and those of the other choirs performing.**

**Behaviour** Music at St. Michael's is a curriculum subject which we use to foster positive, appropriate behaviours in the classroom which enable our whole school community to learn well together. **As an example, when using glockenspiels in lessons, the command 'beaters up' is used to avoid any unwanted behavior delaying the lesson where pupils might play notes whilst instructions are being said. This teaches a modicum of discipline and enables the learning to continue for every pupil.** We promote co-operation and consideration of others' feeling, **especially with the differing ability when it comes to singing songs in lessons.** Safe behaviours inside the classroom are taught and encouraged through clear, precise instructions on what is expected on the children in both singing and instrumental lessons.

## **Implementation**

In September 2019, a full audit of Music took place, prompted by a new subject lead taking over. Through research and discussions, Sam Munson (Music subject leader) purchased the 'Charanga' music scheme of work, for use at St Michael's. With content mapped out for each year group for each half term (6 units per year group) based on either a specific song or learning to play the glockenspiel. The St. Michael's staff began teaching the scheme immediately.

On September 30<sup>th</sup> 2019, Sam Munson attended training from the Norfolk Music Hub on how to specifically use the Charanga scheme of work to deliver Music, in line with the requirements of the national curriculum. The information was then passed on to staff to be used across the school. This was then refreshed and updated with further training on the subject on 28<sup>th</sup> September 2020 and assessment of music using the 'Charanga' program of learning on November 3<sup>rd</sup> 2020.

The results of the latest piece of training has led to the implementation of 'Pupil folders' to be used during each unit and at the end of each academic year. These folders will progress through the school with the individual pupil from year 3 to year 6.

## **Impact**

We use video recording of performances, photos of lessons and lesson notes to assess the children's knowledge and understanding of Music objectives. We believe that assessment of music should be practical based and that verbal explanations allow every child to demonstrate what they have learned.

Monitoring by the subject leader involves discussions with heads of year, monitoring the uploaded evidence on Charanga and is supported by the new pupil folders. Evidence on Charanga includes; videos, photos and lesson notes. Pupil folders are evidence of pupil self-assessment after each unit based on the knowledge organisers. We also use Pupil Passports at the end of each academic year for pupils to look over the year as a whole. Pupil folders are also a useful way to revisit prior learning.

Lesson observations, pupil folder evidence, discussions with heads of year and uploaded evidence to Charanga are reviewed termly and are used to directly inform future teaching and learning.