

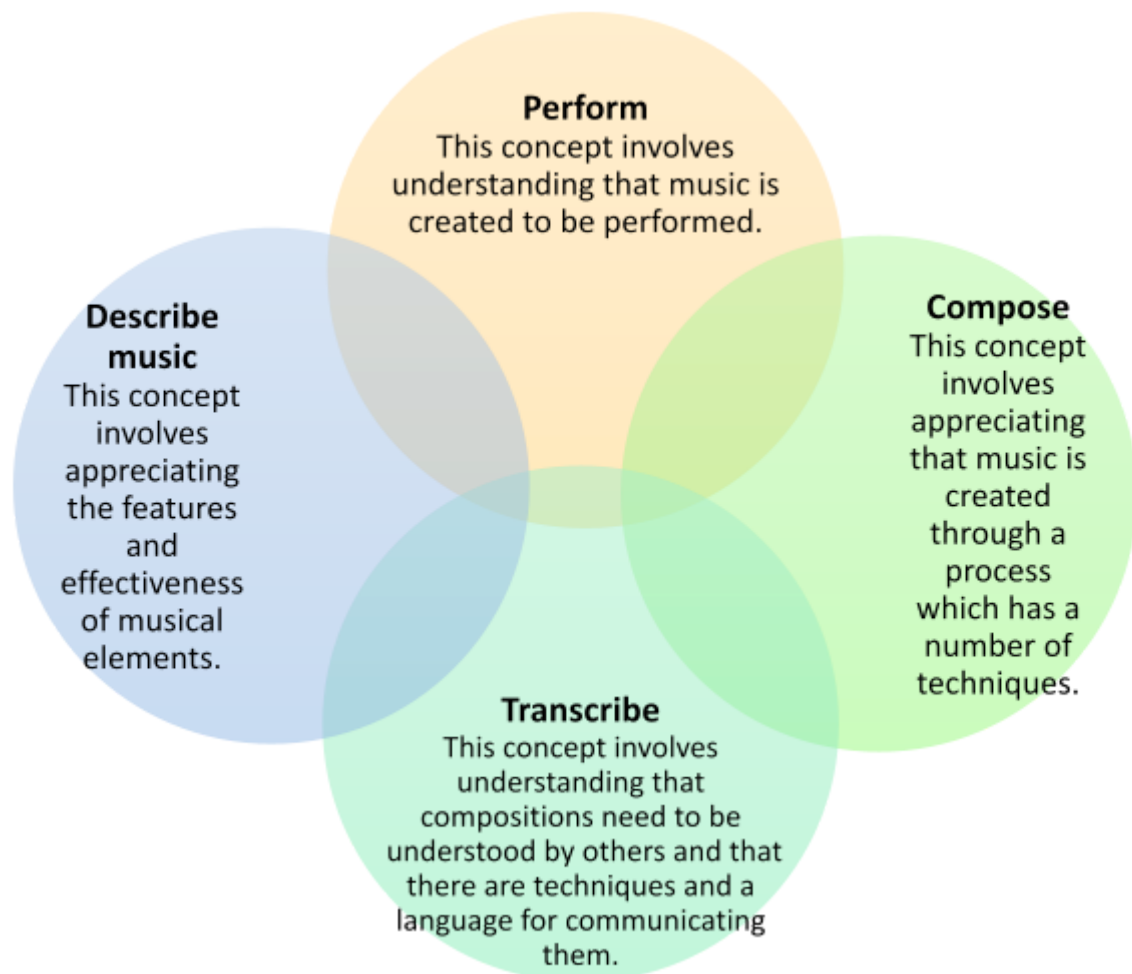
Feckenham CE Primary School



'With God we grow to live life in all its fullness'

Wisdom Hope Dignity Community

Feckenham's Approach to Teaching Music



Spirituality



'My music is the spiritual expression of what I am: my faith, my knowledge, my being.'

John Coltrane (Jazz Musician)

Mental Health and Wellbeing



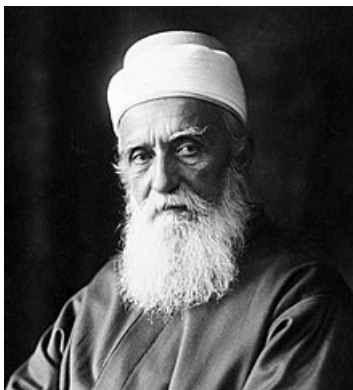
"If everything was perfect, you would never learn and you would never grow."

Beyonce

British Values

"The diversity in the human family should be the cause of love and harmony, as it is in music where many different notes blend together in the making of a perfect chord."

'Abdu'l-Baha



Inclusivity

"Music brings people together. Music creates social cohesion, it speaks to all when words can fail, and wherever you go in the world, it is understood. Music is a universal gift and its power to connect people is without question."



Andy Smith (Composer, Musical Director & Educator on BBC Teach)

Intent

Why do we do what we do?

Our whole curriculum is shaped by our school vision, to help every child live life in all its fullness.

'speaking to one another with psalms, hymns, and songs from the Spirit. Sing and make music from your heart to the Lord.' Ephesians 5:19

The English National Curriculum states '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.'

Music Express includes many examples of music styles and genres from different times and places, including the classical Western canon. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Examples include vocal melodies from Medieval times, Tudor court music, Romantic ballet music, Twentieth century pop, as well as traditional and classical forms from across the globe.

The English National Curriculum states 'That all pupils: 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.'

Music Express provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

The English National Curriculum states 'That all pupils: 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.'

Music Express builds experience and develops understanding of the dimensions (elements) of music throughout the scheme. Each unit has as its focus one process such as performance or composition, or one dimension, such as pitch, but the learning progresses within the context of all the inter-related processes and dimensions of music. A wide variety of notations, including picture, graphic, rhythm and staff notation are integrated, wherever appropriate, with practical music-making activities throughout the scheme. Notations are used progressively to promote understanding and use of the representation of sound in symbols by all children.

Here at Feckenham, we recognise that Music stimulates creativity and imagination as well as bringing children joy and a soothing means to mental wellbeing. Music can be a non-verbal bridge between differences, a celebration of inclusivity, a uniting tool.

We believe that Music is a conduit allowing children of all abilities to freely express their thoughts and emotions. It can be communicated universally, bridging a gap between language abilities, and vibrations build inclusivity for non-audible music enjoyment.

Through Music, the creativity and expressive communication of all can give a sense of freedom, affording every child the opportunity to experience their world in their own way, offering spiritual enlightenment and enriching experiences.

Music can increase the awe and wonder a child feels, or just be fun. It can be a quiet peace or a loud release. Music can be an escape or a way to connect. It can be singular or ensemble. It is highly subjective but evokes something in everyone.

SEND statement following Ofsted's curriculum review

There is no one-size-fits-all approach for SEND pupils in music. Effective adaptation depends on understanding and meeting the individual needs of pupils. All pupils benefit from instruction which considers cognitive load, clarity of instruction and appropriate 'chunking' of curriculum components. Routines can support pupils' learning as can teaching which increases clarity and accessibility of the content which is being taught.

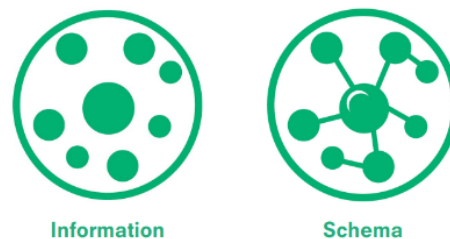
Building a Music Schema

What is a schema?

Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.

A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A

schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.



Our curriculum for Music helps teachers to help their pupils form a music schema by:

- using concepts as the basis for the schema
- strengthening the schema with knowledge
- further deepening connections through tasks.

To build a Music schema we use 'threshold concepts'. These are the big ideas that underpin the subject.

In EYFS the concept begins as, "Cultural awareness helps us to become confident and express our ideas [through] music."

Big Ideas: Music promotes cultural awareness, expression, creativity and well-being. It involves: • hearing and listening • vocalising and singing • moving and dancing • exploring and playing.

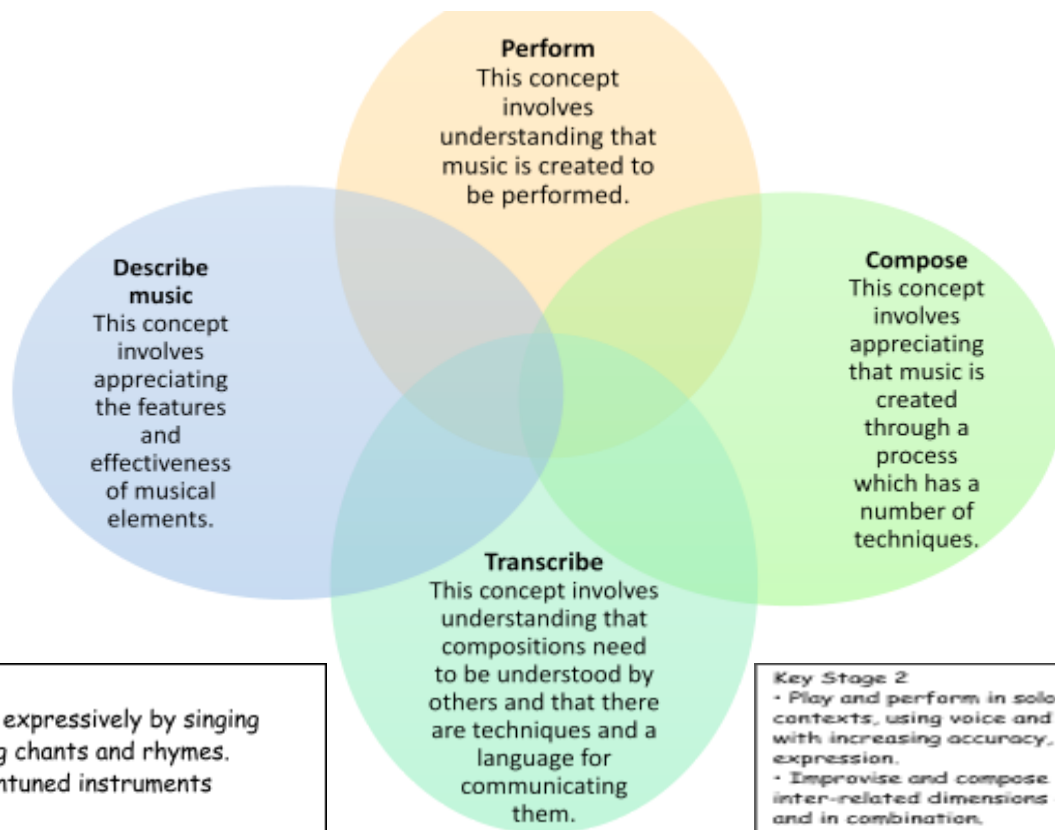
Vocabulary: • beat • dynamics • genre • instrument • melodic shape • melody • pitch • rhythm • structure • tempo • texture • timbre

The four threshold concepts in Music are to:

- Perform
- Compose
- Transcribe
- Describe Music

EYFS

- Sings a large repertoire of songs from memory.
- Can describe changes within a piece of music.
- Moves rhythmically to a regular beat and can keep time with the music.
- Has some pitch control and rhythmic accuracy.
- Plays instruments with some precision and accuracy.
- Enjoys group singing.
- Enjoys listening to different genres of music.



Key Stage 1

- Use their voices expressively 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.
- Make and combine sounds using the inter-related dimensions of music.

Key Stage 2

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Implementation

How do we ensure our intent becomes reality?

The route to a schema





Basic



Advancing



Deep

Knowledge and skills progression

We follow a clear skills and knowledge progression matrix based through the 'Music Express' scheme which includes a two-year rolling programme, allowing for mixed-age classes. This ensures that knowledge and skills are built on year by year and sequenced to maximise and embed learning for all children.

Carefully sequenced curriculum

To ensure high standards of teaching and learning in Music, we implement a curriculum that is progressive throughout the whole school.

Music is taught through the 'Music Express' scheme. The programme is planned so that there are opportunities for both practise and application of knowledge in skills in a range of ways at frequent points throughout a child's time with us, to embed and deepen understanding, so that long term retention is ensured.

Enrichment

Music is a rich subject which can overcome language and disability barriers as a leveller for all to enjoy inclusively, as an ensemble or alone. As part of their provision, our pupils will experience many opportunities to participate in multiple events in and away from the school, as performers and as spectators. They regularly join in whole-school celebrations at St John the Baptist Church in Feckenham village.

Previously we have taken part in multi-school music concerts at other school venues and churches, including 'iSingPop' in Worcester Cathedral. Opportunities are taken to involve the children in performing musically for parents and the wider community, including singing Christmas Carols to the elderly villagers at their annual Christmas dinner in the village hall. Weekly hymn practice brings the whole school together in songs to celebrate, worship and discover cultural and spiritual connections with classical and modern pieces of music reflecting relevant themes to the world today (such as 'What a Wonderful World' reflecting our need to care for the planet).

Impact

What are the outcomes for our children?

Through the carefully designed curriculum, by the time children leave Feckenham they will:

- Accumulate a rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- Develop a musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Build a very good awareness and appreciation of different musical traditions and genres.
- Develop an excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- Develop the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- Grow a passion for and commitment to a diverse range of musical activities.

How do we know that we have achieved these outcomes?

Assessment

Formative- Our teachers assess the children's music, through discussion, marking and feedback of written notations and observations during practise and performance.

Summative - Assessments are made against the specific objectives set out in the National Curriculum and recorded annually.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the National Curriculum, Essentials Curriculum and Music Express curriculum and skills progression maps and resources, plus detailed medium-term plans.

Pupil subject knowledge audit twice a year

The Music Subject Leaders carry out yearly monitoring interviews with samples of children from each year group across the school. The interviews aim to assess children's vocabulary, analysis and understanding surrounding a music-based stimulus. The purpose of this is to ensure all children show progressive understanding of vocabulary surrounding Music, and that they understand how to master, reflect and improve on their skills.

Whole school Performances

Pupils will regularly, through-out the year, take part in a whole-school performances to a community audience, often focussed on a celebration or theme (such as the Coronation of King Charles III). During these times we are able to monitor and ensure that the curriculum allows opportunity for children to enhance, practise and develop their skills throughout their time at Feckenham.