

The Importance of Music

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 2014)

Aims and purposes

Music teaching offers opportunities to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate
- Improvise and explore with voices, percussion and tuned instruments.
- Understand how written music is constructed and have the opportunity to compose their own pieces of music.

Delivery: scheme of work	Class teachers use Charanga online scheme of work to deliver progressive music lessons weekly to develop skills. In EYFS music is organised on an annual basis to enhance topics being taught and following the requirements of the Early Years Curriculum. By the end of the Foundation Stage children should recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. Pupils in Reception play a range of untuned percussion instruments during music lessons as individuals, as small groups and as a class.
Time allocation	KS1 &KS2 – 1:00 weekly
Subject evidence	Children enjoy taking part in music lessons; are able to use instruments correctly. Recording. of their music they have learnt, improvised or composed.
Assessment	Assessment for learning during lessons Assessment data capture online once per term using Arbor.
Reporting	Teacher reports progress face to face during parent teacher meetings and in a written report
Tracking and	Subject leader completes lesson visits, planning checks and collects pupil voice termly

monitoring	to ensure high quality progressive teaching and learning is consistent across the school
Vocabulary	Key vocabulary is identified in our Music vocabulary spine and explicitly taught within lessons. Pupils use knowledge organisers to support retrieval.

Organisation

Music-making comes in many forms. There are many enjoyable and valuable ways to get involved in music making, and a wide variety of core skills to learn. These include:

Singing Playing an instrument Rapping Performing DJ-ing Composing Beatboxing Reading music Writing lyrics Recording Producing Harmonising Organising music events Improvising Mixing Editing

Singing

Singing is an integral part of our music provision at DILS. Singing encourages a child to express their emotions and sharpens their ability to communicate while exercising lip and tongue movement. But one of the biggest benefits of singing is the repeated use of the 'memory muscle'. Learning a piece of information attached to a tune embeds that information more rapidly in a child's mind. The majority of children learn the alphabet not by simply saying the letters but singing them. As children get older the power of singing in their lives can still be extremely beneficial; singing can be a great teaching tool for children. It can be used as a creative and fun way to increase enjoyment and achievement in subject areas where children normally struggle. In Year 3 music teaching is led by Inspiring Music, resulting in a massed choir performance by a number of schools in the local area at the Grove Theatre. At particular times of year, additional time is allocated to music for rehearsals of assembly performances. Such opportunities to perform to an audience are seen as an essential enrichment activity for all pupils and a key part of our curriculum at DILS. As well as these performances providing excellent team building opportunities, everyone is encouraged to take part in some capacity whether it be singing, dancing or acting. Songs are selected by the teachers to ensure that pupils learn songs that teach about a wide range of musical styles, genres, decades and periods of time, languages, themes, rhythms, structures and harmonies and parts.

Key Stages 1 & 2:

Children are given opportunities through the year to work as a Key Stage, a year group, class, as part of a group or as individuals. The choice of class organisation will be determined by the learning task or activity, the nature of the topic being studied and the resources being used. Skills progression is ongoing throughout all year groups and, as well as opportunities to sing during assemblies, singing forms part of all music lessons. Other opportunities have included Year 1 visiting a local residential home to perform carols at Christmas and the whole school performing together at the Dunstable Conference Centre. Year 4 work with Inspiring Music to write and perform an end of year performance.

We understand the value of live performers and performances and so encourage music events and visitors to school for all pupils. Past performances have included - Year 3 perform in a massed choir at the Grove Theatre/Houghton Hall. The school choir, who practise weekly in school have taken part in the Dunstable Torchlight Parade and participate in Young Voices at the O2.

Resources

Resources are housed mainly in the music room. A variety of pitched and unpitched instruments are kept in a wooden storage unit. The school has a piano that is used for one to one piano lessons. The school

subscribes to Sing Up singing website as well as Charanga for music curriculum planning and resources.

We value cultural diversity and understand how important it is that our curriculum reflects the multicultural society in which we live. Music provision is an ideal medium from which to explore and share different communities' musical involvement. We therefore ensure that children experience songs and musical instruments etc. from a variety of cultures and traditions from those of a more classical nature to 'popular' music today. We hope that children leaving DILS will have the knowledge, skills and experiences to enable them to continue their music making journey.