



Music
at Bishop's Castle Primary School

What Music looks like in our school:

- Music is taught by teachers using the resource Music Express in Class 1, 2 and 4.
- 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.
- Children in Class 3 and 5 are taught by music specialists from the Shropshire Music Service. Class 3 are taught whole-class tuition in violin and doods, whilst Class 5 receive brass lessons (cornet, flugelhorn and trombone).
- Children will have the opportunity to perform – whether that be in class, in assemblies or in concerts.
- Clee Room can be used for music teaching, giving access to a range of percussion and tuned instruments.
- Singing assembly is led by a passionate member of staff whose aims are to teach children to sing and use their voices. There are opportunities to sing solo, duet and as a whole group.
- Children listen to a different genre of music every half term during assemblies and sometimes in lessons. This allows them to evaluate and appraise the music that they encounter from different genres, times and places.

This is our philosophy:

- Passionate staff who foster a love for the subject
- High quality resources, allowing staff to model and scaffold effectively
- Cross-curricular content - building on children's prior and current learning to develop a greater understanding and appreciation.
- Children are given the opportunity to learn an instrument – not simply experience one.
- Children are given an audience to perform to and experience the uplifting feeling of applause and appreciation

This is the knowledge and understanding gained at each stage:**By the end of EYFS pupils will:**

- To enjoy singing and join in singing with known nursery rhymes, new songs and rhymes.
- To play simple untuned and tuned instruments, knowing when to start and stop.
- Play softly and loudly by following hand instructions.
- To respond to music through movement.
- To communicate the emotional effect of music.

By the end of Key Stage 1 pupils will:

- Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of Key Stage 2 pupils will:

- 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 inter-

related dimensions of music.

- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation.
- 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.

This is how it works:

Throughout their time at Bishops Castle, children will cover a wide range of exciting topics from Music Express. They will have learnt and developed music skills in accordance with Music Express and Bishops Castle's skills progression document. This allows the children to acquire and develop music skills appropriate to their year group and ensures progression.

This is what adults do:

- Teach music for the equivalent amount of one lesson per week. Some units may be blocked.
- Complete learning walks to monitor and evidence the learning that takes place.
- Gather opinions from staff, pupils and parents.
- Deliver and organise school training to improve standards.
- Support, encourage, foster and nurture a love of music.
- Provide wider opportunities for performance e.g. DHMAT Carol Concert and Christmas performances.

This is how we support:

- Use of Pupil Premium funding to provide opportunities for instrumental tuition.
- Display or provide a glossary of musical terms to aid pupils to develop their language and musical responses.
- Adjustment of tasks.
- Small group or 1:1 support where and where necessary.
- Use visual or practical prompts.
- Adapt instruments and equipment to overcome any physical or sensory barriers.
- Provide wider opportunities for performance e.g. DHMAT Carol Concert.

This is how we challenge:

- Solo performance opportunities.
- Provide additional extension activities.
- A greater expectation to use specific musical vocabulary in children's responses.

This is how ensure all children can access the curriculum:

- Effective use and monitoring of the Music Express curriculum, giving specific consideration for Special Education Needs or Pupil Premium.
- Make adaptations to the way instruments are used to overcome and physical or sensory barriers.

This is what you might typically see:

- Engaged learners who are proud of their achievements.
- Collaborative and independent learning.
- Children who are able to ask and answer questions.
- Children who have a good appreciation for different genres of music.
- Sessions involving instruments or technology.
- Children talking, sharing and reflecting upon their learning.

This is how we know how well our pupils are doing:

- Following the Music Express curriculum
- Teacher assessment
- Feedback from children through pupil voice.
- Feedback from staff, including who have been working with a child 1:1.
- Individual achievement based on musical grading and performances.
- Monitoring of progress

This is the impact of the teaching:

- Children who enjoy communicating creatively through composition.
- Children who can talk confidently about different styles/genres of music and make links with other curricular areas.
- Inquisitive and reflective learners.
- Children who sense the pleasure from learning an instrument or responding to music.
- Children who can use a wider range of musical terminology correctly.
- Children who voice a love of the subject.
- Children who are able to recall significant musicians/composers.
- A greater number of children attending choir or wider musical opportunities.

What is Cultural Capital?

Cultural capital can be defined as powerful knowledge. Knowledge that is one of the key ingredients a child will draw upon to be successful in society, their career, and the world of work. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise the social ladder without necessarily having wealth or financial capital.

In Music, we aim to build and develop our children's Cultural Capital by:

- Delivering an engaging and inspiring music curriculum.
- Developing our understanding of how to use instruments correctly with the appropriate technique.
- Use assemblies and other opportunities to build knowledge of local, national and worldwide musicians and composers.
- Explore our understanding of music throughout history.
- Celebrating musical achievements in history and in our personal lives.
- Exposing the children to a variety of performances (Pantomime) and providing opportunities for them to perform (assemblies, showcases and seasonal performances).
- Understanding the opportunities and jobs that are available in the future to allow children to become life-long learners.

SMSC links in Music at Bishops Castle Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. In Music at Bishops Castle Primary School, links to SMSC are made to create a child centred approach to Music's knowledge and skills.

Spiritual

- Exploring creativity through producing their own music and compositions.
- The ability to enquire and communicate their ideas, opinions and feelings.
- Developing a sense of awe and engagement of different styles of music from across the world.
- An appreciation of how music can create a mood or evoke a spiritual reaction.
- Reflecting on and sensitively critiquing their own and others music.
- Learning about the significance of music in different religions.

Moral

- Providing respectful feedback and evaluations of others' music and compositions.
- Promoting sharing of resources lessons
- Respecting equipment and the environment they are working in
- Rewarding good behaviour
- Rewarding effort and perseverance
- Listening to teacher and peer feedback
- Promoting trust with peers and a willingness to share work

Social

- Creating a sense of community in lessons, assemblies and clubs
- Interacting with the school community through displays and Dojo
- Encouraging pupils to recognise and respect differences and similarities
- Celebrating success both in and out of school
- Encouraging extra-curricular activities and involvement in community music events such as visiting the pantomime and DHMAT choir event.
- Producing collaborative performances (nativity plays)
- Providing peer opportunities for peer support in lessons
- Discussing and researching a range of musicians, composers and genres.
- Encouraging and developing communication skills

Culture

- Gaining an understanding of music from different cultures
- Learning about the achievements of musicians and composers from around the world
- Cultural engagement through visits to performances.
- Learning about significant musicians and composers throughout history
- Gaining an understanding about how music throughout history reflected society at that time.