

Music at Dovecote Primary School: Statement of Intent

“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” - The National Curriculum

Dovecote Primary School intends to inspire creativity and self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music.

The aims of our Musical Curriculum are to develop pupils who:

- Find joy in singing, both in groups and on their own. Challenge themselves to see singing as a skill that can be developed and improved like any other.
- Can play a musical instrument. Beginning with untuned percussion in the Early Years, to their first experience with the brass instruments in Year 4 and building towards the opportunity to taking a grade exam in years 5 and 6, we want our pupils to develop a love of playing music that will stay with them for life.
- Enjoy performing for others. Develop a confidence in singing and playing to an audience that can in turn inspire them in others areas of life.
- Are creative. At Dovecote, children are encouraged to come up with their own original ideas both on their own and collaboratively with others. This also includes the use of music technology
- Have a love of listening to music. Our pupils are exposed to a wide range of musical styles from Nursery to Year 6. They are encouraged to develop their own tastes and opinions and to speak articulately about their own musical preferences. Our pupils are given an education in the history of music and have the opportunity to listen to , and evaluate, a range of composers from different eras
- Can use musical terminology accurately. From the Foundation Stage to Year 6, technical musical vocabulary is used in the classroom and the children are encouraged to speak like musicians.
- Can see musical links in their wider curriculum, not just specific music sessions. Music is used in our classrooms – and the wider school environment – in a variety of ways, including mental wellbeing and mindfulness.

Implementation – Pedagogy - How do children learn best in Music?

The Dovecote Musical curriculum is broken down into four strands.

- Singing
- Playing
- Creating
- Listening

There are three key documents for class teachers when planning Music at Dovecote

- The curriculum map (attached) is set out by strands, including reference to both substantive and procedural knowledge. The teachers are able to identify the prior knowledge & skills for their cohort and where those children will go next.
- Progression and sequence documents build upon previous knowledge and further learning.
- Teachers regularly support children in retaining previous knowledge, particularly key vocabulary. They use 'weekly reverse' and 'monthly reverse' to support retention.
- The yearly overview documents set out which music objectives are to be covered in every half term and allow for easy cross curriculum links.
- The 'year on a page' document provides an easy access overview of the music covered for each year group, including opportunities for performances/experiences and key vocabulary and concepts explained.

The subject Leader, supports teacher's with planning and implementation, so that impact of music is maximised for all pupils.

Singing

All children take part in a singing assembly once a week. There is a balance between instilling in the children a love of singing and developing their skills. Children are given some choice in the content of singing assemblies.

Playing

All children from years 4-6 have taught weekly sessions on a brass instrument: Trumpet and Trombone. This is once a week for Years 5 and 6 and twice a week for Year 4. Additionally children in years 5 and 6 have the opportunity to have an extra session a week in the 'Grade Group'. This is principally to coach those children towards their grade exams but children who wish to partake in the extra sessions and not take the final exams are welcome to do so.

Children from EYS to Year 2 have music sessions during the year in their classrooms on a variety of untuned percussion.

There are opportunities for children in all year groups to perform music to an audience throughout the year.

Creativity

Creativity is valued very highly at Dovecote. It is an integral part of the majority of taught music sessions.

A competition – run in connection with our House event – gives children an opportunity to work independently and/or collaboratively to produce a piece of work with a musical theme.

Listening

Through our 'genre of the term', we strive to give children a wide range of listening experiences. Children are exposed to a wide range of music, including classical composers,

more modern artists and music from a range of worldwide cultures. Particular focus is given to music of black origin and this is tied into our school's ongoing commitment to teaching about diversity.

Children are encouraged to research the genre. The music is heard throughout the school for that half term, including at the start of every assembly and in each classroom. There is an expectation that each class will have at least one formal session on the specific genre at least 5 times a year. This will allow the children an opportunity to express their opinions and explore in detail some of the specifics of the genre. Some aspect of these sessions is to be recorded as evidence.

Assessment and Impact

At Dovecote Primary School, we produce pupils who have been encouraged to forge their own musical journey. The music in our school creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.

Assessment is done half-termly. Teachers assess against the curriculum statements on both the musical curriculum map and the wider curriculum overview for their year group. It is recorded by indicating whether children are at age related expectations for that area of music, above (greater depth) or below.

A number of our pupils take their grade exams in the summer, with an incredibly high level of success.

We have a large amount of opportunities for children to play their instruments out of school. A number of year 5 and 6 pupils attend a weekly Area Band session, and this leads to three external concerts during the year.

There is an annual concert where all of our pupils in KS2 perform to their parents.

Every class teacher is to record one piece of music – ideally involving the whole class – three times a year. These are saved in folders for each cohort so that, over time, progression can easily be seen by following the musical journeys over time.

Regular monitoring of quality teaching and learning in music by music lead with feedback and support for individuals and next steps identified in music action plan.

Support

Key vocabulary sheets have been produced and are available to all members of staff.

Professional dialogue provides a level of support and challenge for all.