

Without music, life would be a mistake

Friedrich Nietzsche

Curriculum Rationale

At Mount Street Academy, we are musicians! We want our children to love music. After all, it is a universal language that embodies one of the highest forms of creativity. We want them to hear, experience and appreciate music on a range on different levels and therefore have no limits in their ambitions and to grow up knowing they can be composers, songwriters, producers, DJ’s and even popstars. Our ethos is that we “Create a haven in which children flourish” and we strongly believe raising the profile of music we will build children’s creativity, flair and confidence to express themselves through experimentation, develop skills and emotional understanding. We believe all children are musicians and want them to develop their music capital. However, we understand that not every child in our setting will have the opportunity to experience the depth of musical influence in their lives without it being carefully intertwined within our school curriculum and we deliberately enrich the music experience children have in school by additional opportunities. These include music workshops delivered by experts; our ‘Composer of the Term’ where children engage for an extended period of time with a particular composer to listen and learn about their style; exposure to different pieces of music during assemblies and music lessons from an external company. We are committed to raising the profile of music at Mount Street Academy!

Intent

At Mount Street Academy we intend to provide the best provision in music for our children which ensures curriculum coverage with significant, inspiring content. We want children to be able have a good understanding of different types of music, musicians and be competent in the knowledge of musical terminology as well as having a keen enthusiasm for making their own music.

We encourage staff to teach weekly music sessions in year 1 and 2 these are usually taught by teaching assistants whilst the teachers have their PPA. Music is intertwined through various aspects of the curriculum in foundation stage as can be seen below.

Music Teaching Timetable	
Year Group	Curriculum content taught
Reception	Included throughout continuous provision throughout the day.
Year 1	Wednesday PM
Year 2	Monday PM

By the end of KS1, a Mount Street musician will be able to...

Know at least 2 different musical composers.

Be confident and resilient musicians.

Experience and Identify a range of music to enable them to create their own music.



Speak about different pieces of music and articulate how it makes them feel.

Know the opportunities for a future in the music field

KS1 National Curriculum objectives:

- Use their voice expressively and creatively 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.
- Experiment with, create, select and combine sounds using inter-related dimensions of music.

EYFS

Expressive arts and design: Being Imaginative (BI)

Music in the Early Years falls under the umbrella of expressive arts and design. This involves enabling children to have lots of opportunities to be creative as well as providing opportunities for them to hear the sounds in their environment as well as reading! However, we recognise the importance of the prime areas of learning that are the building blocks towards meeting this goal. In order for children to be able to fully emerge themselves into the music section of expressive arts and design; children also need to make progress with their fine and gross motor (moving and handling) and their speaking and listening (Communication & Language).

Children build upon their vocabulary throughout the age phases within each key stage so they are able to verbally give explanations using musical terminology effectively, accurately and appropriately.

Implementation

After listening to our staff, it was evident that we needed to provide more structure which embedded more key learning in music and which enabled key progression and skill building. At Mount Street Academy we use the scheme, Music Express. This provides teachers and teaching assistants with week to week lessons for KS1. This scheme provides lesson plans, clear progression and whiteboard resources for every lesson. In EYFS the music objectives and progression are shown below throughout the different specific areas of the curriculum.

Early Learning Goal Being Imaginative	
<i>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i>	
30-50 months At the end of nursery , children should be secure at 30-50 months and be demonstrating early skills in 40-60 months. (See development matters)	40-60 months At the end of Reception , children should be secure within the ELG (0-60S). (See Development Matters.)
<ul style="list-style-type: none">● Enjoys joining in with dancing and ring games.● Sings a few familiar songs.● Beginning to move rhythmically● Imitates movement in response to music.● Taps our simple repeated rhythms.● Explores and learns how sounds can be changed.	<ul style="list-style-type: none">● Begins to build a repertoire of songs and dances.● Explores the sounds of different instruments.

Early Learning Goal Being imaginative	
<i>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i>	
30-50 months At the end of nursery , children should be secure at 30-50 months and be demonstrating early skills in 40-60 months. (See development matters)	40-60 months At the end of Reception , children should be secure within the ELG (0-60S). (See Development Matters.)

<ul style="list-style-type: none"> ● <i>Creates movement in response to music</i> ● <i>Sings to self and makes up simple songs.</i> ● <i>Makes up rhythms.</i> 	<ul style="list-style-type: none"> ● <i>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</i>
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We also focus our assemblies once a week on singing these are led by the music lead in school and once a term we dedicate an assembly to focusing on a composer. The children during this assembly learn a brief background about this particular composer and have the opportunity to be exposed to their music.

Horizontal links across subjects

Music has several cross curricular links. These are listed below.

- Communication and Language- Especially listening and attention and speaking. When listening to pieces of music, listening for the tempo and the pitch of the music. As well as discussing different musicians, types of music and signing songs.
- PE- Children are asked to express themselves and create routines when studying dance and gymnastics.
- History- Learning about composers or pieces of music from the past. Famous musicians and composers.
- Geography- learning where in the world pieces of music or composers are from in the world.

Local links and Cultural Capital

At Mount Street Academy we value the cultural opportunities which our city offers. We know that many of our children will not have experienced these and recognise that it is our responsibility to create experiences which enrich children's knowledge, understanding and passion for music and the potential which it offers for personal development as well as future pathways, such as employment.

We ensure that all children experience a visit to The Drill Hall in order to watch the Pantomime once a year. Part of the intent of this visit is to enable children to experience the awe and wonder of being exposed to live music and drama. We encourage children to consider how they feel being there, and to respond to this using some of the musical terminology they have learnt throughout the programme of study.

We ensure that children have the opportunity to engage in musical workshops with musicians who expose children to different types of music and instruments.

This year, we are hoping to develop links with the local University and inviting students into school to work with children in EYFS to participate in musical opportunities and workshops.

Impact

We know that assessment in music is not easily measurable. However, the majority of assessment in music is done through formative measures, weekly after each session. This year we aim to incorporate using the music express assessment document more effectively alongside the lesson plans.

In EYFS, Tapestry is used to assess and share creative learning with families and staff. Outcomes are assessed against the early learning goals.

The Music Subject Leader has a clear role and overarching responsibility for the progress of all children in Music throughout the school. Tapestry/Topic folder checks, learning walks, discussion with teachers and interviewing students provides the overall picture of Music across school. This supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and appraisal.

The key focus for this is to seek:

- Pupil voice: Children can demonstrate and talk about knowledge and skills learned in Music and apply this knowledge and skills.
- Evidence in knowledge: Children know that music has shaped who we are and how we came to be. They understand they are also part of music for future generations to learn about.
- Evidence in skills: By teaching children the skills, as outlined above, we are ensuring that they have the foundation and confidence needed to continue to study and grow a love of learning Music.
- Breadth and depth: Teachers ensure that local links, outside agencies and primary and secondary sources, within school, are utilized to deliver an impactful and meaningful Music curriculum throughout the time the children are with us.

SEF's for Subject Improvement Plans address different areas of the subject, for example, examining what progress looks like in Music. Based on findings - strengths, areas of development and next steps are identified. These then provide the basis for the chosen actions which are then outlined on the action plan, in order for the monitoring and evaluation cycle to continue to see improvement in the subject area.