



## Dishforth CE Primary School

### Music Intent, Implementation and Impact Statement

#### Intent

**Music is a wonderful method to remind us each day of the power of personal accomplishment.**

**We believe that music brings people together, allowing us to share the same experiences.**

At Dishforth primary school, we believe music has an important place in the curriculum,

contributing to the social, cultural, aesthetic and emotional development of the child. The participation in musical activities builds confidence, encouraging children to express themselves, share their ideas and appreciate the contribution of others. From an early age children have an awareness of rhythm, pitch and sounds around them and these skills should be developed on entry to school.

We believe that it is important for all our children, from Early Years to Year 6 to have the

opportunity to play, perform in a variety of contexts. Through Christmas shows, performances to parents and end of key stage shows.

At our school, we believe music has an important place in the curriculum, contributing to the social, cultural, aesthetic and emotional development of the child. To be able to play an instrument and read music with an appreciation and understanding is something that can only grow. Children in KS1 and Lower KS2 learn to play glockenspiels. Children in Upper KS2 learn to play the Clarinet. Children are able to appreciate different styles of music and these are shared not only in music lessons but also through assemblies and in the classroom.

Through music we aim to:

- Develop children's ability to listen to, and appreciate a wide variety of music, including that which
- has a specific purpose.
- Provide opportunities for children to explore and express ideas and feelings about music in a
- variety of ways, for example through dance.
- Explore a range of musical elements, for example: pitch, pulse, tempo and dynamics.
- Encourage active involvement in creating and developing musical ideas using voices and
- instruments - both tuned and un-tuned.
- Develop a sense of group identity and togetherness through composing, rehearsing and

- performing music with others, to an audience.

### **Key principles: Child friendly**

- Encourage children to **appreciate** and to **understand** a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Music is **fun, relevant** and **engaging** for children in our school.
- Music in our school is **hands on** and **practical**.
- To **play, compose and perform** using **tuned and un-tuned instruments**.
- Encourage children to **listen** with **attention to detail** and **recall sounds** with increasing **aural memory**.
- Aim to inspire our children to learn the **relevance of music in the world** in the past, now and in the future.
- Increase self-discipline and creativity, aesthetic sensitivity and fulfilment.

### **Concepts of music are acquired through the activities of:**

- performing
- composing
- listening
- appraising
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### **Children need to be able to recognise the elements of music:**

- pitch
- duration
- dynamics
- tempo
- timbre
- texture
- structure

### **Other music skills to be developed include:**

- developing and shaping of musical ideas
- controlling instruments in order to perform in solo and ensemble contexts
- using and understanding staff and other musical notations
- playing a range of tuned and un-tuned instruments musically
- exploring and using a range of sound sources including voices, bodies and sounds from the environment
- the appreciation and understanding of a wide range of high-quality live and recorded music, drawn from different traditions and great composers
- an understanding of the history of music

## **Implementation**

### **Early Years Foundation Stage**

During their early years, the children will encounter a curriculum rich in opportunities to explore music, following the guidance in the Early Years Foundation Stage document. The children will be encouraged to listen to music and focus on how sounds can create feelings and ideas, as well as responding to musical stimuli through dance and movements. In addition, children will also create musical sounds of their own, through playing with musical instruments with increasing control and success.

### **Key Stage 1**

The emphasis on play and practical learning feeds into Key Stage 1, as children begin the Primary national Curriculum. Year 1 and 2 children focus on listening carefully, and responding physically to, a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

### **Key Stage 2**

In Lower Key Stage 2, children sing songs and play tuned and un-tuned instruments with increasing confidence, skill and expression, as well as with an increasing awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their own thoughts and emotions through responding sensitively and intellectually, to a variety of music from different times, cultures and contexts. In all classes there are children of differing abilities. We plan to provide suitable learning opportunities for all children, by matching the challenge of the task, to the ability of the child, as well as effectively deploying adult support.

In Upper Key Stage 2, children learn to play the Clarinet with a specialist teacher. They develop further understanding of musical notation, composition, improvisation and performance in ensemble. They learn about pitch, dynamics, standard musical notation, the major scale and the minor scale.

Music for whole-school worship sessions is also carefully selected to develop an awareness of the history of music and the changes in musical styles throughout history.

## Planning

The main resource we use to teach children about the elements of music is 'Charanga'. This is all in online form so teachers are able to adapt sessions to fit with the wider creative curriculum, whilst also ensuring that they cover all of the objectives set out in the new curriculum.

- Long term plans map out the units to be covered each term, during each Key Stage.
- Medium term plans identify learning objectives and outcomes for each unit, as well as indicating the skills being taught.
- Short term plans prepared by each teacher, highlight the skills and objectives of the lesson, and identify resources and appropriate differentiation. They also indicate key questions.

Planning from the specialist Clarinet teacher develops knowledge of the clarinet along side all musical concepts.

## Structure of a lesson

Lessons will be divided into 3 parts

1. Listening and Appraising

2. Musical Activities

Including

- A. **Games** embed the Interrelated Dimensions of Music through repetition
- B. **Singing** is at the heart of all the musical learning
- C. **Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- D. **Improvising** with the song using voices and instruments occurs in some Units of Work
- E. **Composing** with the song using instruments occurs in some Units of Work

3. Performing and Sharing

Share what has taken place during the lesson and work towards performing to an audience.

End of term productions involve every child at least once per year- Foundation and KS1 at Christmas, years 3 and 4 in spring and years 5 and 6 in summer.

Through the combination of class music, instrumental teaching and performances we enable the children to:

- develop their skill in singing and /or instrumental accompaniment from simple nursery rhymes
- through to complex rhythmic, melodic and part songs
- explore different aspects of composing and to adapt and refine their work before recording and performing it
- listen to a wide range of music, learning to recognise and discuss musical elements, structures and differences and similarities in style
- use dance, movement, poetry/writing and art to respond to the character and mood or as a stimuli for their own compositions
- develop a sense of history through their learning activities by giving the children some knowledge of the music of different times, countries and culture
- demonstrate and perform the excellence in music achieved through practice

### **Resources**

- Glockenspiels are kept in the staffroom
- Drums and un-tuned percussion instruments are kept in Class 1 cupboard
- All staff have access to the online subscription for Charanga
- We also have a subscription to Out of the Ark Music

### **Impact**

As a result, learners will know more, remember more and understand more about music by;

#### **1 – Listening & Appraising music:**

Children will be able to answer the questions

*What style indicators can you hear?*

*Describe the structure?*

*What instruments/voices can you hear?*

*Describe the musical dimensions?*

*Mood and story told?*

#### **2 – Completing Musical Activities**

Children will know how to:

Tap the pulse

Know some musical phrases that they will sing in the song

Clap a rhythm

Play and copy back using up to 3 notes

Play instrumental parts

Improvise using a set of notes

**Compose** a simple melody using simple rhythms and choosing from a selection of notes

### **3 – Performing & Sharing music**

#### **Children will:**

Decide how the class will introduce the performance. Perhaps add some choreography? Tell the audience how you learnt this song and why. Record the performance and talk about it afterwards.

#### **The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions

### **4-Reflecting**

Reflecting on their musical experiences

*What are you most proud of about the music you have written?*

*Do you have any strong thoughts or feelings you would to share about it?*

*What did you like best? Why? Was there anything you didn't enjoy? Why?*

### **Assessment and Monitoring**

Teachers assess children against clear learning objectives and success criteria. Children are

encouraged to self, and peer assess, throughout each unit. The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.