

Music at St Dunstan's



The National Curriculum defines music as 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.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Intent

At St Dunstan's we want our children to have a fun musical education, which inspires them and provides them with a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing. We introduce the children from EYFS to Year 6 to an increasing range of music from across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music in the wider community, and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We do this by having an ambitious and coherently planned scheme of work. This enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enabling a more secure, deeper learning and mastery of musical skills.

We are focussed towards an end product of meeting each End of Year Expectation as defined by the NC 2014. We do this by having an ambitious and coherently planned scheme of work. This enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enabling a more secure, deeper learning and mastery of musical skills.

Implementation

At St Dunstan's our music curriculum ensures children sing, listen and appraise, improvise, compose, play, perform and evaluate. This is embedded in the classroom activities as well as the daily sung worship; hymns as part of Collective Worship, Praise Worship (hymn practice), at church services and as part of the school's celebration of Christian festivals; various concerts and performances; the learning of instruments and our school choir.

The elements of music are taught by class teachers with the support of the Music Subject Leader and the use of 'Charanga Music School Scheme' so that children learn the language of music to dissect it, and understand how it is made, played, appreciated and analysed. Charanga has a broad, balanced and ambitious scheme of work that has clarity and purpose. The scheme builds on prior learning and has a progression of skills across the key stages. We have ensured that the curriculum contains the right content and sequencing through each key stage because we want to allow learners to have a curriculum that is designed to help them succeed. It is reviewed and adapted to meet the needs of all pupils. All pupils study the full Music curriculum and there are no limitations.

All classes each have a weekly session of music per class.

- As a school, we use 'Charanga Music School Scheme' which is an award-winning, modern-day resource for primary music which offers a complete scheme to teach the National Curriculum. Ensuring a broad, balanced and ambitious scheme of work that has clarity and purpose. The scheme builds on prior learning and has a progression of skills across the key stages.
- The components of our Music curriculum are comprised of the strands of musical learning which correspond with the National Curriculum for music:
 - Listening and appraising
 - Musical activities
 - o Warm-up Games
 - o Optional Flexible Games
 - o Singing
 - o Playing Instruments
 - o Improvisation
 - o Composition
 - Performing
- Usually we have whole class teaching of instruments in Year 3 and 5.

Impact

Children at St Dunstan's show a deep love of music; an appreciation for the skills needed to learn an instrument and a passion for singing as a result of a carefully planned and passionately delivered curriculum. Throughout their time at St Dunstan's, children have access to a varied and engaging programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. Our children enthusiastically talk about their music learning and the knowledge and skills they have acquired. In-school musical activities

and participation in wider opportunities show children performing competently and confidently.

Topics taught across each year group

Music is taught across the school through the use of Charanga unless stated:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Me – Learn to sing nursery rhymes and action songs	My Stories – Learn to sing nursery rhymes and action songs:	Everyone! Learn to sing nursery rhymes and action songs:	Our World Learn to sing nursery rhymes and action songs:	Big Bear Funk - is a transition unit that prepares children for their musical learning in Year 1.	Reflect, Rewind and Replay – Recap of the year's learning.
1	Discrete Teaching – Nursery rhymes and action songs.	Round and Round & Discrete Teaching- Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	In the Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra	Rhythm in the way we walk– Reggae, Hip Hop	Your Imagination – Pop	Reflect, Rewind and Replay - Western Classical Music and Year 1 recap.
2	Hands, Feet, Heart - South African styles	Ho Ho Ho - Christmas, Big Band, Motown, Elvis, Freedom Songs	I wanna play in a Band - Rock	Zootime - Reggae	Friendship Song – Variety of styles based around 'Friendship'	Reflect, Rewind and Replay - Western Classical Music and Year 2 recap.
3	Let your spirit fly - R&B, Western Classical, Musicals, Motown, Soul	Glockenspiel 1 - Learning basic instrumental skills by playing tunes in varying styles	Three Little Birds - Reggae	The Dragon song - A little bit funky and music from around the world.	Bringing us together - Disco	Reflect, Rewind and Replay - Western Classical Music and Year 3 recap.
4	Mamma Mia - ABBA	Glockenspiel 2 - Learning basic instrumental skills by playing tunes in varying styles	Stop! - Grime, Classical, Bhangra, Tango, Latin Fusion	Lean On Me - Gospel	Blackbird – The Beatles (linked to Civil Rights)	Reflect, Rewind and Replay - Western Classical Music and Year 4 recap.

5	Livin' On A Prayer - Rock	<i>Discrete Teaching</i> - Bowie 'Developing an understanding of the history of Music'	<i>Discrete Teaching</i> - Atmospheric Music	<i>Discrete Teaching & The Fresh Prince of Bel-Air</i> - Tudor music composition & Hip Hop	Dancing In The Street - Motown	Reflect, Rewind and Replay - Western Classical music and Year 5 recap.
6	Happy – Pop/Motown	Classroom Jazz 2 - Jazz, Latin, Blues	A New Year Carol - Benjamin Britten (Western Classical Music), Gospel, Bhangra.	You've got a friend in me - The Music of Carole King	Music and Me - Contemporary, music and identity	Reflect, Rewind and Replay - Western Classical Music and Year 6 reflection.