



# Moor First School Music Curriculum

**'Together we unlock potential and learn for life'**

## Intent

Music teaching at Moor First aims to follow the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills. Music at Moor First aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in. At Moor First, our aim is to provide a music curriculum which will enable each child to reach their full potential in music, encourage children to enjoy singing, composing and performing and provide children with the opportunity to perform in front of an audience both within and outside of school. At Moor First, we aim to engage, motivate 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. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective, and expressive, developing their own appreciation of music with the opportunities we provide as a school. We want musical concepts to aid the creation of links between themes and subjects. Music is planned with cross-curricular links where possible. Charanga and BBC 10 pieces are used to provide support and resources to enhance music teaching. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. We want this knowledge of genres and composers to also develop as a whole school through the use of assembly music.

## Implementation

All pupils at Moor First participate in weekly music lessons delivered by class teachers. At Moor First, teachers use the Charanga scheme of work, alongside BBC 10 pieces for classical elements. Teachers are able to tailor the Charanga units by using the 'freestyle' element of the package to provide thematic, cross-curricular lessons that also follow children's interests. Music lessons are broken down into half-termly units and flexibility is provided to enable teachers to link with other subjects and follow pupil's current interests. Music teaching at Moor First is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following; games, songs, challenges, listening to music and discussing music, playing a range of musical instruments, performing back, finding the pulse and composing music using notation sheets. Open-ended tasks are provided that can have a variety of responses and teachers also differentiate activities using the Charanga Bronze, Silver and Gold challenges. Usually, children focus on performance at the start of year, then improvisation and finally composition. Knowledge organisers are available to support their progression and subject knowledge.

Every Thursday the children participate in a Singing Assembly. We sing songs that reflect our core values. Children are also given the opportunity to sing with a live accompaniment in the form of guitar. Children at Moor First also have opportunities to perform throughout the year during Harvest Festivals, Carol Concerts, Christmas plays, Evergreens and Moor First's Got Talent. Recorders are also taught to children in years 3 and 4 weekly and these pupils are provided with a recorder book.

In addition, at least once each year, every child will attend a performance given by visiting performing musicians such as Key Strings, pupils from the High School or our own students or community members. All assemblies begin with a weekly focus piece being played on entry. These are from a key composer and help develop a whole school focus on the discussion and enjoyment of music.

### Charanga

Charanga is a scheme of work, which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga 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.

The programme incorporates the use of technologies such as 'Garage Band', enabling the children to compose their own pieces. Charanga also offers opportunities for staff training, to develop their own subject knowledge and confidence.

Senior leadership teams and school governors have oversight of our school aims, policies, actions plans and financing for this subject.

### Impact

Our curriculum aims to ensure that all pupils at Moor First perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of composers and musicians. Moor First aims to help it's pupils to understand and explore how music is created, produced and communicated, including through the inter-related musical dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. As well as musical concepts, these dimensions are referred to throughout their music education to tie together and develop their knowledge.

Children are learning to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted in this subject. Children are enthused and engaged in the wide variety of music activities.

Opportunities to perform outside of school, within our local environment ensure our children understand its significance and place within the wider world and that these excite and inspire children's thirst for knowledge and participation in this subject.

Specific impact:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of Music.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High level of determination and willingness to practice and improve.
- A positive mental attitude, which includes resilience and ways to manage success and failure.
- The ability to know and demonstrate British Values through music - mutual respect and tolerance of different faiths and beliefs. This is done through exploring music of different cultures.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent attitudes in others.
- Exceptional levels of originality, imagination and creativity in their composition and improvisation, knowledge of how to improve their own and others' pieces of music and the ability to work independently for extended periods without the need of guidance or support.
- A keen interest in Music. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular opportunities. Children are confident and motivated knowing that effort is recognised.
- Successful transition of skills between Moor First and Middle Schools.
- Future actions plans are robust and well financed in line with the school development.