



*Motivate and Celebrate Success*

# Music

## at Mount Charles School

Policy Agreed:  
Policy Review Date:

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### Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Mount Charles School the intention is that pupils gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Mount Charles School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring pupils understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts in and out of school.

### Implementation

At Mount Charles School, we have chosen Charanga Music School as our main program of learning and to deliver our music curriculum from EYFS to Year 6. We also supplement Charanga with other resources from Sing Up, BBC Bring the Noise and BBC Ten Pieces. This helps bring a fresh and dynamic approach to teaching and learning music.

*“The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.”*

We at Mount Charles know that music as a subject is not learnt or taught in a linear way, instead it is experienced holistically over time. It is for this reason that Charanga take a repetitive approach to teaching music. The Charanga music curriculum ensures pupils regularly sing, listen, play, perform and evaluate music on a weekly basis. This is embedded in weekly lessons as well as our weekly singing assemblies, regular performances (including concerts for parents and end of year and Christmas productions) and the learning of instruments.

Through the use of Charanga, pupils learn how to play an instrument, sing, compose and improvise on a variety of instruments, from tuned and untuned percussion to keyboards. In doing so they understand the different principle of each method of creating notes, as well as how to read basic music notation. The elements of music are embedded in the Charanga scheme and are therefore taught in the classroom lessons so that pupils are able to use the language of music to dissect the different elements, understand how it is made, played, appreciated and analysed. This in turn, feeds their understanding when listening, playing, or analysing music. In the Early Years, pupils compose and perform using body percussion and vocal sounds, which develops the understanding of musical elements without the added complexity of an instrument.

During their time at Mount Charles School, every child will have the opportunity to learn a variety of instruments including: the ukulele, recorder, chime bars, djembe drums, cornet and trumpet with the school's music specialist teacher and through the First Access programme, which is free of charge. The First Access program consists of 12 music lessons and the pupils each have access to their own instrument for those sessions. By the end of the 12 sessions, pupils will perform to the school and/or parents in a small concert. After the initial 12 sessions, pupils have the opportunity to carry on learning that instrument either in school through a peripatetic teacher or an afterschool music club run by a member of school staff.

### **Teaching and Learning**

Music is delivered by a specialist music teacher in most year groups. They follow the scheme on Charanga and make full use of the interactive resources and media available to them through SingUp, BBC Bring the Noise and BBC Ten Pieces. All pupils gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. At the end of each half term, pupils should have learnt how to sing and play along to a specific piece of music which they can then perform – this is their goal in each unit of work. This will culminate in either a performance to the class or the playing of a piece with the class as a whole.

### **Assessment**

Because pupils display their ability in music in as many ways, the assessment follows a variety of different methods: most often the teacher will formatively assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Teachers will also informally assess how well pupils engage with class discussion and their use of musical language. Pupils' progress is recorded each half term through a series of video recordings. This evidence is uploaded to Charanga and can be used to show the progress made between the beginning and the end of the unit of work. Furthermore, termly formal assessments are completed by the music teacher. These assessments are made against key objectives detailed in the year group progression map for the six-week unit. Pupils are assessed as having met, not met or having exceeded the expected standard and this judgement is recorded on INSIGHT online tracking platform.

In some individual music lessons, pupils work towards accredited music board examinations on their instrument, which are graded according to the examination body.

### **Planning and Resourcing**

We are very fortunate at Mount Charles to have a wide range of high-quality instruments which are regularly used in music lessons. These are looked after and maintained by the school's music lead. Planning and resources for each class's music lessons are the responsibility of the class teacher. As well as the resources Charanga and Sing Up offers, we at Mount Charles are very fortunate to have a wide range of high-quality,

whole-class sets of djembe drums, recorders, chime bars and ukuleles through which pupils can apply and practise their knowledge and skills.

For other collaborative singing opportunities, the content, musical accompaniment, and any teaching resources is the responsibility of the school's music lead. Children will come together and sing songs and learn what it means to sing as an ensemble. Pupils are taught to sing using a wide range of musical elements in their performance including dynamics, rhythm, pitch and tempo by following a conductor.

Planning for peripatetic music lessons is the responsibility of each peripatetic teacher. Resources are provided by the school but organised by the teacher. Relevant safeguarding checks are firmly in place before any peripatetic staff begin work in school.

## **Organisation of Lessons**

Music lessons are weekly and 45 minutes to an hour in length. In addition to this, pupils can choose to learn violin, keyboard, drums, trumpet, trombone, clarinet or saxophone. These lessons are weekly, and are offered to individuals or small groups of up to 4 pupils. These lessons are charged to parents. There is also the opportunity for pupils to join the KS2 choir, take part in end of year productions and perform at various community events.

There are several concerts and events that Mount Charles pupils take part in each year, in addition to any additional performance opportunities that might come about within the school and local community. The responsibility for the organising of these is dependent on where and what the performance is, and the music lead will manage and organise musical participation in such events.

## **Clubs and Outside Opportunities**

Throughout the year we have a KS2 choir which is well attended at each weekly practice. The choir learn a range of different songs and perform at school and wider community events. Pupils take part in the St Austell Music Festival each year and seek other opportunities to represent the school through music.

## **EYFS**

Music for EYFS pupils has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, motor-neuron skills, memory, aural awareness, and singing skills. In the Early Years, pupils compose and perform using body percussion and vocal sounds, which develops the understanding of musical elements without the added complexity of an instrument.

Teachers use Charanga Music which is specially designed to support and develop these key areas of learning. Music and singing are used to support pupils' speaking, listening, language and oracy in particular.

## **KS1 and KS2**

As pupils progress through Charanga, pupils learn how to play an instrument, sing, compose and improvise on a variety of instruments, from tuned and untuned percussion to keyboards. The elements of music are embedded in the Charanga scheme and are therefore taught in the classroom lessons so that pupils are able to use some of the language of music to dissect it as well as understand how it is made, played, appreciated and analysed. This in turn, supports their understanding when listening, playing, or analysing music.

All classes begin with a listening activity and singing exercises. Pupils learn to identify instruments, families of instruments, and musical genres. The following episodes within the lesson consist of a composition or improvisation activity using the body or other percussion instruments.

There are regular opportunities to perform to classmates, and parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to, analyse and reflect on their own and others' music, and their own compositions.

### **Equal Opportunities**

The music curriculum adheres to the Mount Charles School Equality and Diversity Policy. The music curriculum takes into account issues of difference: gender, race and ethnicity, and class. Music from across cultures is taught, listened to and dissected. The Charanga music curriculum provides space to play different styles and genres of music.

### **Inclusion (EAL/SEN/PPG/Provision for HA)**

Class teachers support and facilitate access to the music curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at Mount Charles is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them; each instrument as unique as the person.

We recognise that there is a wide range of capability amongst our pupils. Tasks and activities are designed to allow pupils to engage at their own level. This is done by:

- setting open-ended tasks
- incorporating gradual increases in difficulty of tasks across the curriculum
- taking ability into account when grouping pupils for activities –either setting mixed ability groups or assigning different tasks to different groups
- providing resources of different complexity
- delivering a multi-faceted curriculum that allows pupils to access music in the most preferable or suitable way for each individual

Music offers numerous avenues for every student. Alongside the classroom music lesson each week there are any number of ensembles and private instrumental lessons for pupils to participate in. The teaching and learning in these ensembles and/or lessons will reinforce and diversify what any child learns in the classroom. These ensembles perform at concerts throughout the year.

### **Role of the Subject Leader**

The leadership of the music curriculum is the responsibility of the subject leader who:

- \* ensures the school has an effective music curriculum for staff to follow. They ensure staff new to the school, including ECTs understand the music curriculum and how to deliver it effectively;
- \* writes and delivers a subject action plan, informed by the whole school improvement plan;
- \* monitors the teaching of music across the school, ensuring pupils receive the full curriculum;
- \* delivers and/or sources appropriate training for staff;
- \* supports colleagues in their teaching by keeping them informed in current developments in music primary education;
- \* coordinate and stage school performances throughout the year including Christmas and end of Year 6 plays. These performances are a chance to showcase work from pupils who have learnt an instrument in school, or participated in one of the school music clubs;

- \* coordinate involvement in music festivals and trips: liaise with senior leaders, peripatetic teachers and Cornwall Music Service and ensure effective communication with parents;
- \* order and maintain musical resources including the maintenance and repair of instruments;
- \* create appropriate displays and posters in the music classroom;
- \* liaise with and maintain a good working relationship with the Cornwall Music Education Hub;
- \* ensure a living and healthy musical environment exists throughout the school.
- \* carries out triangulated monitoring to identify strengths across the school, CPD priorities and inform action planning;
- \* tracks progress across the school with particular emphasis on identified target pupils;
- \* plays an active role in the Trust primary music group and ensures content is disseminated to staff.

## **Parental Engagement and Involvement**

Parents are encouraged to be a part of their child's musical education in a variety of different ways. Preparation for a performance may require learning text or music. Occasionally this preparation or practise will be given as set homework, and other times pupils will be given materials and encouraged to work towards a confident performance as is appropriate. In this case pupils are given guidelines as to what an appropriate goal might look like and how to go about achieving it. Parents and carers are invited and encouraged to attend any one of a number of concerts and performances throughout a child's time at Mount Charles and their presence at these is valued greatly.

## **Impact**

**In 2022, 84% of pupils at the end of KS2 achieved the expected standard in music.**

Throughout each year at Mount Charles School, children become more confident as musicians because they have had multiple opportunities to develop their musical skills and knowledge. Owing to the repetitive teaching and learning approach, children are able to see and work on the areas they might like to improve upon.

*"Charanga Music School enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills."*

Due to the strong links between music and the learner, children experience and develop other fundamental life skills such as: success, self-confidence, interaction with and awareness of others, and self-reflection.

Feedback from an expert adjudicator at St Austell Music Festival 2022:

*'The choir were very disciplined and focussed throughout the performance which allowed them to sing and follow the conductor well...'*

*'The ukulele band were focussed and disciplined and they gave a convincing performance both technically and artistically – strumming carefully and rhythmically.'*

Children at Mount Charles also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world through music. Children enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing, feel a pulse and have had opportunities to play various instruments in performance

settings. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

**Impact of Music at Mount Charles School is carefully tracked and measured by...**

- Discussion with pupils to ascertain engagement in music.
- Monitoring of short-term planning to ensure all areas of the national curriculum are covered and matched with the focus unit being taught.
- Formative assessment during each lesson gives children feedback there and then.