

Bonneygrove and Millbrook Federation Curriculum Guidance



MUSIC

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe children need to experience music which is diverse in origin and rich in culture. We believe music is a powerful and unique form of communication that makes children feel, think and act. The musical opportunities we provide transcend different cultures, abilities and generations – stimulating responses on both an emotional, spiritual and intellectual levels. Through our broad and well balanced curriculum, we are able to build opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as curiosity, determination, collaboration, creativity, making connections and resilience towards others and the environment.

Our systematic and well-structured approach to teaching ensures the delivery of the curriculum meets the national standards. We guarantee our children receive challenge and enrichment at every stage in their learning which will equip them for their next phase. Our curriculum provides children with educational visits which links our communities and creates strong and lasting memories. Children are able to enhance their learning even further through debates, philosophy, public speaking and growth mind-set. Oracy is a priority, and children develop descriptive language skills in music lessons when learning how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. As pupils progress, they should develop a critical engagement with music, allowing them to compose and listen with confidence.

‘I love singing, playing with the instruments it is so much fun.’ Belle Year Reception

‘I can play the ukelele, and I like the songs we learn to sing’ Year Three.

***‘Some of the songs we learn to sing are by my favourite singers.’
Bianca, Year Five .***

IMPLEMENTATION

To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, we use ‘Charanga’, a programme that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creations. They will be inspired and engaged by music education. Our music lessons at Bonneygrove and Millbrook Primary Federation will engage and inspire pupils to develop a love of music and develop their talent as musicians and in turn 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. We provide a systematic approach that revisits previous learning and continues to build on each point. By teaching through real experience, we are able to use strategies to layer and ensure relevance to children’s lives. We use Broadening Horizons real life experiences and visits to bring learning to life. Music plays a key part in aiding memory which is why it is important that it begins in early year’s development all the way through to Year 6. Additional opportunities are offered in music, such as the Key Stage Two choir which performs regularly in school and at events in the local community.

SEND

At Bonneygrove and Millbrook Primary Federation, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, are not at a substantial disadvantage compared with their peers.

At Bonneygrove and Millbrook Primary Federation, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies.

Here at Bonneygrove and Millbrook Federation, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

SEND area of need	Barrier to learning	Strategies
<ul style="list-style-type: none"> • Communication and interaction 	<ul style="list-style-type: none"> • Noise and movement – overstimulating • Sharing space and equipment with others • Understanding cause and effect 	<ul style="list-style-type: none"> • Visual representation • Knowledge/graphic organisers • Ear defenders if needed
<ul style="list-style-type: none"> • Cognition and learning 	<ul style="list-style-type: none"> • Difficulty recalling instructions • Difficulty recalling prior learning (long and short term) • difficulty in understanding cause and effect • difficulty recording in a way which supports learning and retrieval 	<ul style="list-style-type: none"> • Knowledge/graphic organisers • Pre and reteaching
<ul style="list-style-type: none"> • Social, emotional, and health difficulties 	<ul style="list-style-type: none"> • Motivation • Participation • Team/partner work • Sharing materials and “air-time” 	<ul style="list-style-type: none"> • Clear end points • Clear expectations • Modelling and explanations clarity • Groupings need to be carefully chosen • Timers for when to stop
<ul style="list-style-type: none"> • Sensory and/or physical needs 	<ul style="list-style-type: none"> • Difficulty in hearing instructions from teacher/peers • Filtering noise to hear what is important • Low self esteem • Difficulty with vocabulary. • May struggle with contrasting colours on the board 	<ul style="list-style-type: none"> • Pictorial representations • Video • Vocab lists and explanations • Position within the class • Enlarged resources • Knowledge/graphic organisers • Technology • Training for staff

	<ul style="list-style-type: none"> · Difficulty in recording in writing and diagrams · Cutting out and sticking in 	<ul style="list-style-type: none"> · Tactile keyboards · Knowledge/graphic organisers · Alternative ways of recording · Simplification of diagrams · Physical support with instruments
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***'I enjoy the playing with the instruments and shaking it with the songs.'* Virtue, Year One.**

Supporting children with EAL

Children with English as an additional language need to hear English spoken by the adults in the setting in as many different contexts as possible. When the context has meaning for the child, they are more able to learn spoken English from the adult.

Our role is crucial in modelling the accurate use of English, noting the child's spoken vocabulary, and building on what the child already knows.

Some children go through a silent period. This can be for as long as 6 months. When they start to speak in English it will be more proficiently than you may expect, even in full sentences. The child will have been listening intently to adults and children in the setting and once they are confident with their initial speech, they will speak far more. It is good for children with English as an additional language to be able to speak their home language in the setting and talk to providers who speak the same language if there are any. This will further aid them in learning English. Most children adapt to speaking more than one language. The security of knowing what resources will be available in each area, each day supports children's wellbeing and achievements in learning. Keep the provision consistent. Observing how the children respond will inform you when a change is needed. This may be to add something more, or a specific enrichment to extend the children's learning. Consider whether the home area, images displayed and books in the setting, reflect the child's home environment. Include books, songs and counting in home languages. Take sequences of photographs to show the child specific routines, such as, what happens at the snack table, how to tidy away the construction toys and a visual timetable of the session. Over time the setting becomes a secure place for the child and they gain confidence in their play and interactions. Revisiting and re-proposing are beneficial for all children but especially for those acquiring English. Revisiting means you draw the child's attention to previous activities and learning where they have achieved. A prompt could be a photograph or video of them playing. It could be a sample of their mark making, a painting or a collage picture. The child can revisit by drawing over the top, and the adult sensitively describes their actions as they do this. In this way the child hears spoken language directly connected to their actions. Re-proposing is when you scribe a child's spoken dialogue and on the following day remind the child of their words. This is a launchpad for the child to either repeat what they said before or to extend what was said on the previous day. When exploring rhymes and songs make comparisons between words in English and in other languages. Older children who have grasped more than one language enjoy these opportunities. They love to play with words and translate from one language to another.

Helping children understand the setting;

Consider having:

- a visual timetable-introduced as it is happening
- feelings or emotions picture cards so children can label their own and others emotions
- photographs of areas, resources, peers and staff to support children to plan their session with an adult

- story and song props used as often as possible
- phonetically spelt key words in home languages to help you

Using clear, concise English

When talking to children:

- be face to face
- gain their attention first
- demonstrate your meaning with actions
- give thinking time without extra language input

You can also use the 'say less and stress, go slow and show' approach. This means that you:

- say less: use short, simple sentences with proper grammar
- stress what's important: make important words stand out with your voice
- go slow: speak a bit slower and add pauses
- show your meaning using non-verbal cues: use actions, gestures, objects, and pictures while speaking

Using information technology

You may find it helpful to use:

- video clips and photos to share learning with group at review time
- video clips and photos to share learning with parents and family
- recordings of adults telling stories in the languages spoken by the children, including English

How this links to the other areas of learning

Real life experiences support children learning English because they hear spoken English in contexts that are increasingly familiar and meaningful to them. Children benefit from hearing well-loved songs, nursery rhymes, finger rhymes and stories as often as possible and with associated props.

Exaggerate actions to give meaning to the words. Re-presenting core stories in as many ways as possible encourages children to re-enact stories in small world and drama role play. Eventually children will use the language from songs and stories in their own speech (communication and language and literacy). Visits to places and welcoming visitors into the setting are activities that support children in learning English (understanding the world). Books made using photographs of the child and their family support the child in feeling valued (personal, social and emotional development) as well encouraging the child to access books in the book area of the setting (literacy).

"Music helped me learn English" Year Five

Supporting pupil premium children

What is the most effective way to support disadvantaged pupils' achievement? Based on interviews with senior leaders, the NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success.

- 1) Whole School ethos of attainment for all
- 2) Addressing behaviour and attendance
- 3) High quality teaching for all
- 4) Meeting individual learning needs
- 5) Deploying staff effectively
- 6) Data driven and responding to evidence
- 7) Clear, responsive leadership

Table 1: Support strategies for schools

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Small group additional teaching	
Less successful school	More successful school
Struggling pupils are taken out of English lessons to work on an online literacy programme, supervised by a TA who has received no specific training.	Pupils with similar needs are withdrawn from alternating non-core curriculum lessons for tailored support from a TA trained in literacy interventions.
Parental involvement	
Less successful school	More successful school
Staff provide pupils with homework books showing the day's assignments. Pupils take the books home. There is space for teachers and parents to leave comments about pupils' progress.	Higher level teaching assistants (HLTAs) visit community centres to talk to parents about the importance of learning. They show parents the curriculum pupils are covering and explain how parents can support their child to achieve.
Improving feedback between teachers and pupils	
Less successful school	More successful school
Teachers give pupils grades for their work.	The school has developed marking schemes which identify each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson or tutor time to respond to the feedback and discuss it with teachers.

IMPACT

When children leave Bonneygrove & Millbrook Primary Federation, we endeavour that they leave with a secure understanding of academic content, understanding how to be morally, spiritually and culturally responsible. Children will be confident to play and perform in both solo and ensemble contexts using their voices and playing musical instruments with accuracy, fluency, control and expression. They will be able to express their views and appreciate music drawn from different composers and musicians including the history of music and different genres. The children will be aware of making positive contributions to the local community and will leave with an ambitious thirst for learning so that they strive for success throughout their lives.

Role of the subject Leader

Music will be led by the subject leader and will be an annual focus for a staff meeting. Standards of teaching and learning will be adjusted using work sampling and data review. The policy will be reviewed at this meeting.

Objectives

The following objectives will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

- to develop pupils' enjoyment, awareness and interest in a wide range of music from different times and cultures
- to offer opportunities to perform, compose, listen and appraise
- to sing with confidence and enjoyment
- to develop musical vocabulary to evaluate the music listened to
- to develop a knowledge of the music contained within the programmes of study of the National Curriculum

To build on pupils' curiosity and sense of awe of the natural world

- to develop in pupils a general sense of music as an integral part of our culture. Children to understand music and relate to others and the wider world.

To develop the ability to discuss music in an appropriate manner including the use of technical vocabulary

- to introduce pupils to the language and vocabulary of music
- to give pupils regular opportunities to use the music terms necessary to communicate ideas about music

To develop pupils' use of ICT in their music studies

- to give pupils opportunities to use ICT (video, digital camera, data logger) to record their work and to store results for future retrieval throughout their music studies
- to give pupils the chance to obtain information using the internet.

Cultural Capital

Wherever possible, music will be related to the real world and everyday examples will be used. Children will be exposed to music from a range of cultures and countries from around the world.

Cross-curricular skills and links

Music pervades an important aspect of our lives, and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both men and women to music and the contribution from those of other cultures.

Continuity and Progression

We teach music in Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the

children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Pupils in Key Stage One will listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, 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.

During Key Stage Two, children sing songs and play instruments with increasing confidence, skill, expression, and develop awareness of their own contribution to a group or class performance. They improvise and develop their own musical compositions, gaining in independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Equality of Opportunity

We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to children and in the conduct of staff and children. Suitable learning challenges will be set for all children with the aim of maximising achievement at an appropriate level for each individual. Teachers respond appropriately to children's diverse learning needs and are aware of the needs of differing genders, special educational needs, as well as different social, cultural and ethnic backgrounds. Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

Health and safety

Pupils will be taught to use musical equipment safely when using it during practical activities. Class teachers and teaching assistants will check equipment regularly and report any damage, taking defective equipment out of action.

Assessment for Learning, recording and reporting

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum. Progress and attainment is recorded at the end of each unit.

Resourcing

Specialist pieces of equipment are used for the teaching and delivering of music lessons. We keep these in a central store.

Performance and Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Year Three to Six to join. The choir meets on a weekly basis and although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.