



Longmoor

Community Primary School

Together we grow, explore, discover.

Subject Overview

Subject:	Music
Subject Leader:	Mrs Leonard
Academic Year:	2023-2024
Date Completed:	

**DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE**

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1. Introduction

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations – stimulating responses on both emotional and intellectual levels. It allows opportunity for personal expression and plays an important part in the personal development of an individual. To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, we use 'Charanga', a program 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. Years 4 and 5 receive whole class clarinet lessons, each year group in Key Stage 2 receive specialist singing tuition from an external provider and a whole school singing assembly is held once a week. Additionally, Longmoor fosters enjoyment of and nurtures natural talent in music through providing brass/woodwind tuition and an opportunity to be part of our school choir.

2. Intent

At Longmoor, our Music curriculum aims to promote the enthusiasm for, and the enjoyment of, music in all its forms. Our goal is for the children to develop musical skills and knowledge through effective teaching where children are fully engaged in their learning. By engaging children in musical experiences, we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as listening, the ability to concentrate, creativity, self-confidence and a sensitivity towards others and the environment.

2.1. Themes and Threads of Learning

Our philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. Music plays a role in every aspect of our lives, wherever and whoever we are. For this reason, we divide the academic year into six units, each corresponding with one of our six recurring Social Questions, combined with a unique Musical Spotlight. Our Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

Thread/theme	How does music bring us together?
Thread/theme	How does music connect us with our past?
Thread/theme	How does music improve our world?
Thread/theme	How does music teach us about our community?
Thread/theme	How does music shape our way of life?
Thread/theme	How does music connect us with the environment?

2.2. Cultural Capital

Our children are given a range of opportunities to listen to and experience live music, from attending Schools' Concerts at the Philharmonic Hall, to enjoying musical productions from local high schools. Our school choir, led by a specialist vocal tutor, perform at various events throughout the year, in collaboration with our local community (Archbishop Beck, Grace Lodge and iSing) as well as in house concerts. In years 4 and 5, children learn to play the clarinet (whole class tuition) which is a wonderful opportunity for them to flourish and perhaps find talents they didn't know they possessed. This can be nurtured further by the offer for children from Y4-6 to learn to play a wider range of musical instruments (brass and woodwind) on a 1:1 or small group basis; lessons are provided at no cost to parents. Not only this, but our end of year Summer Production always creates a buzz around the school, from Oliver Twist, to Mary Poppins, the Lion King and Annie; children never fail to come away from this experience with an immense sense of pride and achievement knowing that their talents have been recognised and celebrated.

3. Implementation

3.1. Long Term Implementation Map

	Autumn 1 (Learning Block 1)	Autumn 2 (Learning Block 2)	Spring 1 (Learning Block 3)	Spring 2 (Learning Block 4)	Summer 1 (Learning Block 5)	Summer 2 (Learning Block 6)
EYFS	Me	Christmas/Nativity Performance	My Stories	Everyone	Our World	Big Bear Funk
Year 1	My Musical Heartbeat	Christmas/Nativity Performance	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having Fun with Improvisation
Year 2	Pulse, Rhythm and Pitch	Christmas/Nativity Performance	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation
Year 3	Specialist Singing Tuition	Writing Down Music	Playing in a Band	Compose Using your Imagination	More Musical Styles	Enjoying Improvisation
Year 4	Clarinet	Clarinet	Clarinet	Specialist Singing Tuition	Compose with your Friends	Feelings Through Music
Year 5	Melody and Harmony in Music	Sing and Play in Different Styles	Specialist Singing Tuition	Clarinet	Clarinet	Clarinet
Year 6	Bamboo Tamboo	Music and Technology	Creative Composition	Developing Ensemble Skills	Musical Styles Connect Us	Specialist singing tuition

3.2. Reading

Reading in music is largely through musical notation; however, key vocabulary is explicitly taught, recalled and displayed over a sequence of sessions. Children are required to read lyrics when learning a song, giving opportunities to discuss any unknown or effective vocabulary or analyse the content, structure and power of these lyrics. When appraising pieces of music, children are provided with written information about the composer, time period and/or culture to extend their knowledge.

3.3. The Early Years

Expressive Arts and Design

Music features in the EYFS framework, under the umbrella of "Expressive Arts and Design", and covers three main areas:

Communication and language

- * Singing a large repertoire of songs
- * Listening carefully to songs and rhymes, paying attention to how they sound
- * Learning rhymes, poems and songs

Physical development

- * Use large-muscle movements to wave flags and streamers, paint and make marks
- * Combine different movements with ease and fluency

Expressive arts and design

- * Listen with increased attention to sounds
- * Respond to what they have heard, expressing their thoughts and feelings
- * Remember and sing entire songs
- * Sing the pitch of a tone sung by another person ('pitch match')
- * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- * Create their own songs, or improvise a song around one they know
- * Play instruments with increasing control to express their feelings and ideas.
- * Return to and build on their previous learning, refining ideas and developing their ability to represent them
- * Create collaboratively, sharing ideas, resources and skills
- * Listen attentively, move to and talk about music, expressing their feelings and responses
- * Sing in a group or on their own, increasingly matching the pitch and following the melody
- * Explore and engage in music making and dance, performing solo or in groups.

3.4. Recall and Retrieval Strategies

Each music lesson begins with an opportunity for children to recall prior learning in order to build fluency and musicianship. They begin with "Understanding music" tasks whereby key vocabulary and musical terms are presented, giving children a chance to apply these skills e.g finding the pulse, clapping back rhythm patterns and musical notation. Additionally, vocabulary is recalled through the appraising section of each lesson, where children respond through extended listening making reference to the elements of music.

3.5. Longmoor Values

Determination	Children are required to demonstrate determination when learning a song, practising an instrumental part or during composition and Improvisation, as these are skills that will develop over time. Children also learn about the significance of individuals who have shown determination in their musical careers, as well as performing songs throughout the year that hold determination as a theme.
Respect	Children are required to demonstrate respect when listening to and appraising pieces of music, as well as being respectful audience members during live performances (peers, other year groups, visitors, external performances). Children are taught to respect and celebrate music from a range of cultures and periods in time.
Integrity	Children are required to demonstrate integrity in all aspects of music: working collaboratively, celebrating each others' achievements and respecting music from a range of genres and cultures.
Valour	Children are required to demonstrate valour in all strands of the music curriculum, in particular with performance. Over time, children build the courage to perform as a class, in small groups or as a soloist.
Excellence	At Longmoor, we strive for excellence in all areas of learning and this is no different for Music, where high expectations are always set. Children are explicitly taught musical vocabulary and use these articulately when listening and appraising. Our performances for parents and other audiences are always of a high standard, allowing children to feel a sense of pride and achievement.

3.6. Fundamental British Values

Democracy	Music lessons provide an opportunity for pupils to freely express themselves, form their own opinions about the music they listen to and also in performance and composition tasks. During lessons, children may vote to verify which piece of music they listen to or which songs they would like to perform.
Rule of Law	In music, pupils are taught how to be an appreciative and supportive audience, who listen attentively while others perform. When using any instruments or equipment, children are always aware of the classroom rules and the consequences of not following them.
Individual Liberty	Within our music lessons, children are taught about self-discipline and that to be successful, we must work hard, show resilience and have a mind-set that anything can be achieved if you put your mind to it. Lesson provide opportunities for pupils to express themselves freely during composition and performance.
Respect & Tolerance	Pupils are encouraged to make sensible and informed choices, taking ownership and leadership in their own learning. They are encouraged to respect everybody's abilities and performances during lessons and give feedback sensitively. Our pupils listen to and learn about the music of other faiths and cultures and the role music plays in these. They are able to compare similarities

and differences, reflect on and celebrate differences between themselves and others. Children are taught to understand and respect other cultures and beliefs. In lessons, opportunities are given to show how music can bring people together and enable them to share experiences.

3.7. Spiritual, Moral, Social & Cultural Education

Spiritual	This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment. It can show music from other faiths, cultures and other culture capitals. Providing a broad and balanced experiences enhances the children understanding of other faiths and can develop an awareness and tolerance of others perspectives.
Moral	We encourage our pupils to engage in critical discussions of musical performances from other students and also visiting professionals. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.
Social	Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress, while also encouraging the skills of independence and resilience. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Music is an excellent tool for providing a commentary on social issues or times and is reflective of the period it's written; therefore it's important, especially when teaching the history of music, to provide a social context for the children to understand the style and features of the music.
Cultural	Music is a wonderful way to showcase the differences and similarities we have compared to other counties or countries. It also allows us to engage the children's curiosity and to develop an understanding of the wider community. Music provides an opportunity for children to experience other cultures in a supportive and informative environment, enhancing their own personal cultural capital.

3.8. Experiences

In order to consolidate their learning throughout their educational journey at Longmoor, we offer

Provision	Liverpool Philharmonic Schools' Concert (Year 3)
Enrichment	Children understand how musical instruments can work together and gives an opportunity to engage with high quality, live music
Provision	iSing Event @ Arena Convention Centre Liverpool (Year 4)
Enrichment	Experiencing high quality, live music (singing with a live band) and performing as part of a huge collaboration
Provision	Samba workshop - Katumba (Year 5)

Enrichment	Music from different cultures and exploring more complex rhythmical patterns
Provision	Technology/Composition workshop @ Archbishop Beck (Year 6)
Enrichment	Preparation for secondary music. Exploring how technology is used to make music and creative control to produce their own composition
Provision	Summer Production of Annie
Enrichment	Children will have the opportunity apply their skills (singing) in a high quality, live production

3.9. The Graduated Approach to Learning

All learners are given the opportunity to reach their potential in this subject with adaptations and reasonable adjustments being made to support and extend children's knowledge, skills and understanding.

Universal	At the centre of each step - each lesson - is a song around which the musical learning is centred. Each lesson has an easy-to-follow structure, complemented by an array of activities that take children through listening, singing, performing, composing and improvising. The scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally.
Targeted	<ul style="list-style-type: none"> • Pre-teach vocabulary • Learning environment is calm • Duration of activities is appropriate • Clear / simple instructions are used, repeated and simplified • Processing time given, with children repeating key words • Clear now and next board is used to structure the lesson • Adapted versions of musical notation/graphic scores (e.g simplified instrumental parts/rhythms)
Specialist	<ul style="list-style-type: none"> • Specialist vocal tuition for each KS2 year group throughout the year • Choir run by a vocal specialist • 1:1 vocal lessons delivered by a music specialist • Opportunities for children to perform in a musical production in the Summer Term • 1:1 or small group woodwind and brass tuition

3.10. Continuous Development

At Longmoor, we provide specialist music tuition in singing (KS2) and clarinet (Year 4 and 5); teachers are upskilled by observing and participating in these sessions. By buying into the Charanga scheme, staff acquire a high level of knowledge and understanding of the musical elements and skills throughout the units of work. Experiences listed in 3.8 also provide teachers with additional knowledge and skills that can be brought back to the classroom environment.

4. Action Plan

Outcome	Action	Success Criteria	Owner	Academic Year	SIP?	Oversight	Finance	Evaluation & Evidence	RAG
To continue to develop and support staff in the teaching/assessment of the music curriculum, particularly ECTs.	Teacher voice - are staff confident in the delivery and assessment of the music curriculum?	Teachers feel confident in the delivery and assessment of the music curriculum.	EL	Spring 2024		LR			
Embed the New Music Model Curriculum (Charanga)	Monitor music delivery through pupil voice and evidence of high quality teaching	Children build upon previous learning and progression throughout the school is evident (recording of performance)	EL	Spring 2024		LR			
To raise the profile of singing across the school.	Weekly Singing Assembly	In line with collective worship, children will learn songs as a school community on a weekly basis. Song choices will support emotional wellbeing.	EL	2023-2024		LR			
To continue to provide opportunities for children to take part in/listen to high quality, live performances	Organise enrichment opportunities	Y3 - Liverpool Philharmonic Schools Concert Y4 - iSing Y5 - Samba workshop	EL	2023-2024		LR			

		Y6 - Music technology/composition workshop							
		Summer production of "Annie"							
To develop pupil voice in creative arts	Create an Arts Council	Arts Council				LR			