



## Music: Intent, Implementation & Impact Statement



This document outlines: the intent and rationale behind the music curriculum, how to deliver it and how to measure pupil progress.

### Intent

#### School Curriculum Intent:

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

The National Curriculum states that, *“Music is 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.”*

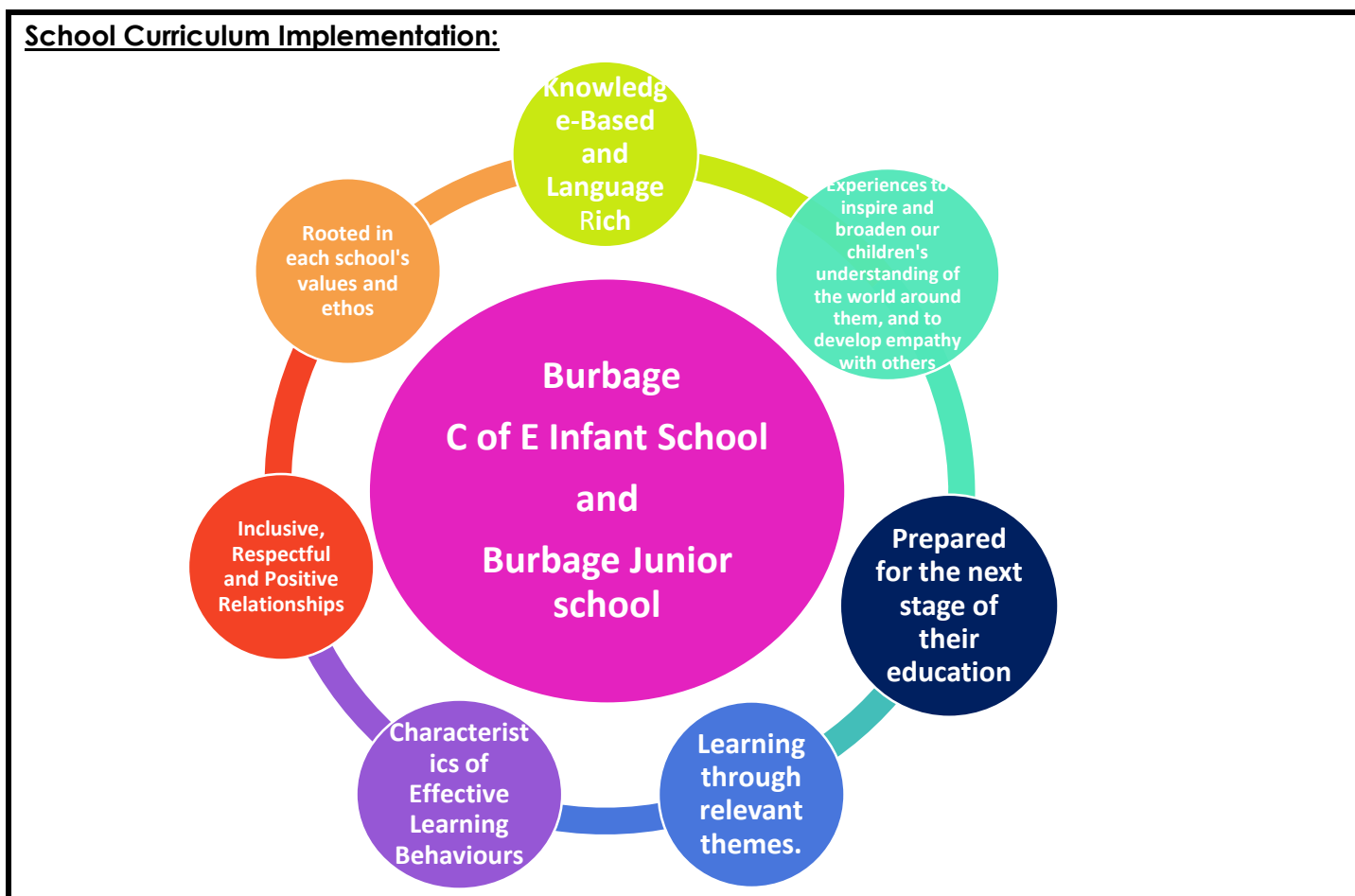
In order to fulfil this and deliver a high quality music education, we follow the Charanga Musical School Scheme which offers an integrated, practical, exploratory and child-led approach to musical learning. It enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, our aim is that children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

At Burbage Junior School, we aim to foster a lifelong love of music by exposing our pupils to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers, performers and as composers, all will enable them to become confident, reflective musicians.

Through the Charanga Scheme, our children will develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas, becoming reflective and confident musicians.

## Implementation



In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that, "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

### The Interrelated Dimensions of Music

All musical learning in this Scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning; they are

musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).

## The Interrelated Dimensions of Music

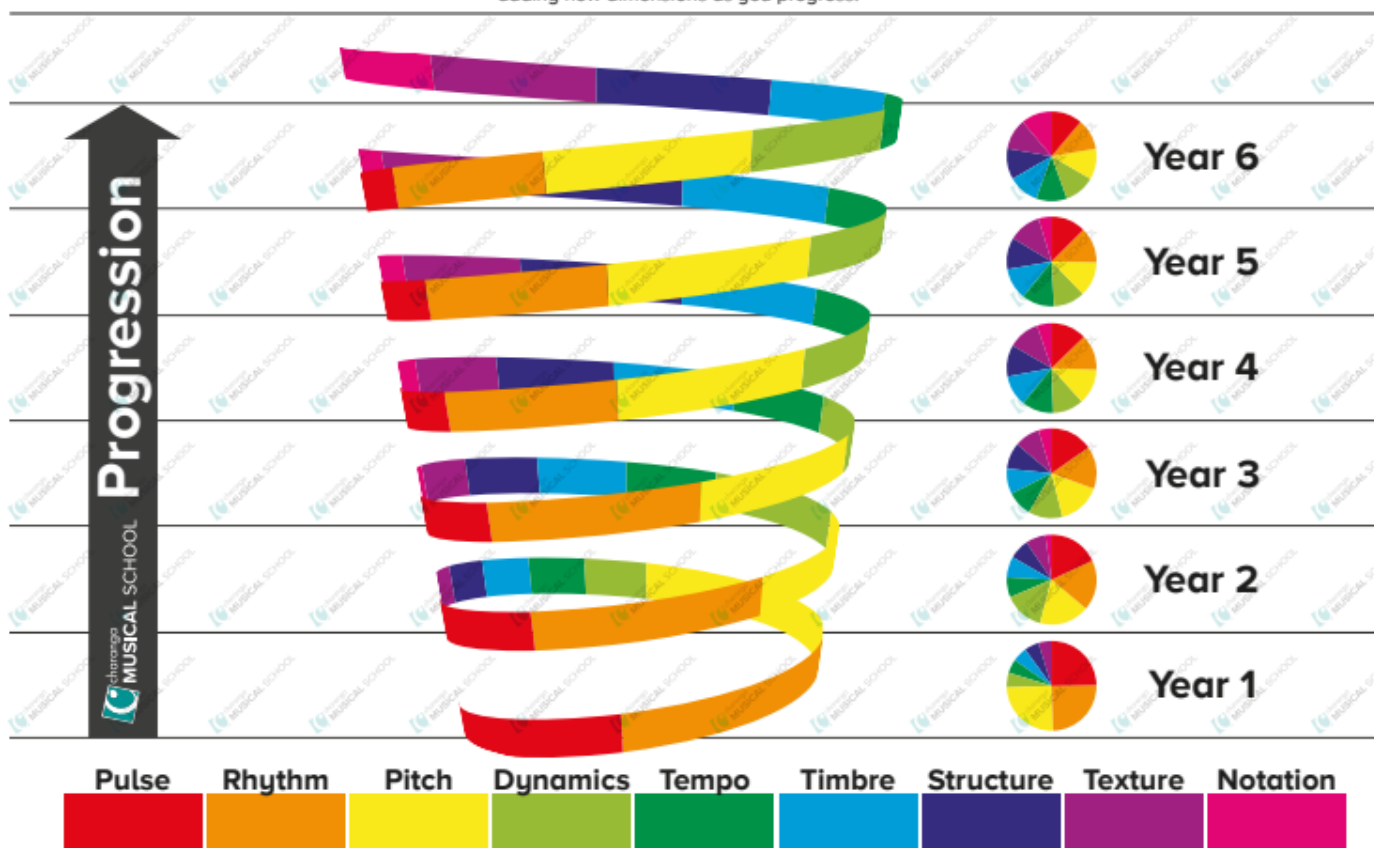
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



### How the Scheme is structured

Each Unit of Work comprises of strands of musical learning which correspond with the national curriculum for music.

The Units of Work are designed to be taught over 6 weeks/steps. All the learning is usually focused around one song. The strands of musical learning in the Units of Work relate to and progress towards the 'End of Key Stage Expectations document. The step-by-step learning focus will be the new musical activity or the strand of musical learning that needs particular attention from the previous step. The remainder of the activities within the lesson are ongoing skills.

The learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and revisiting previous skills. Charanga has been created with the understanding that many teachers do not feel confident delivering the Music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard.

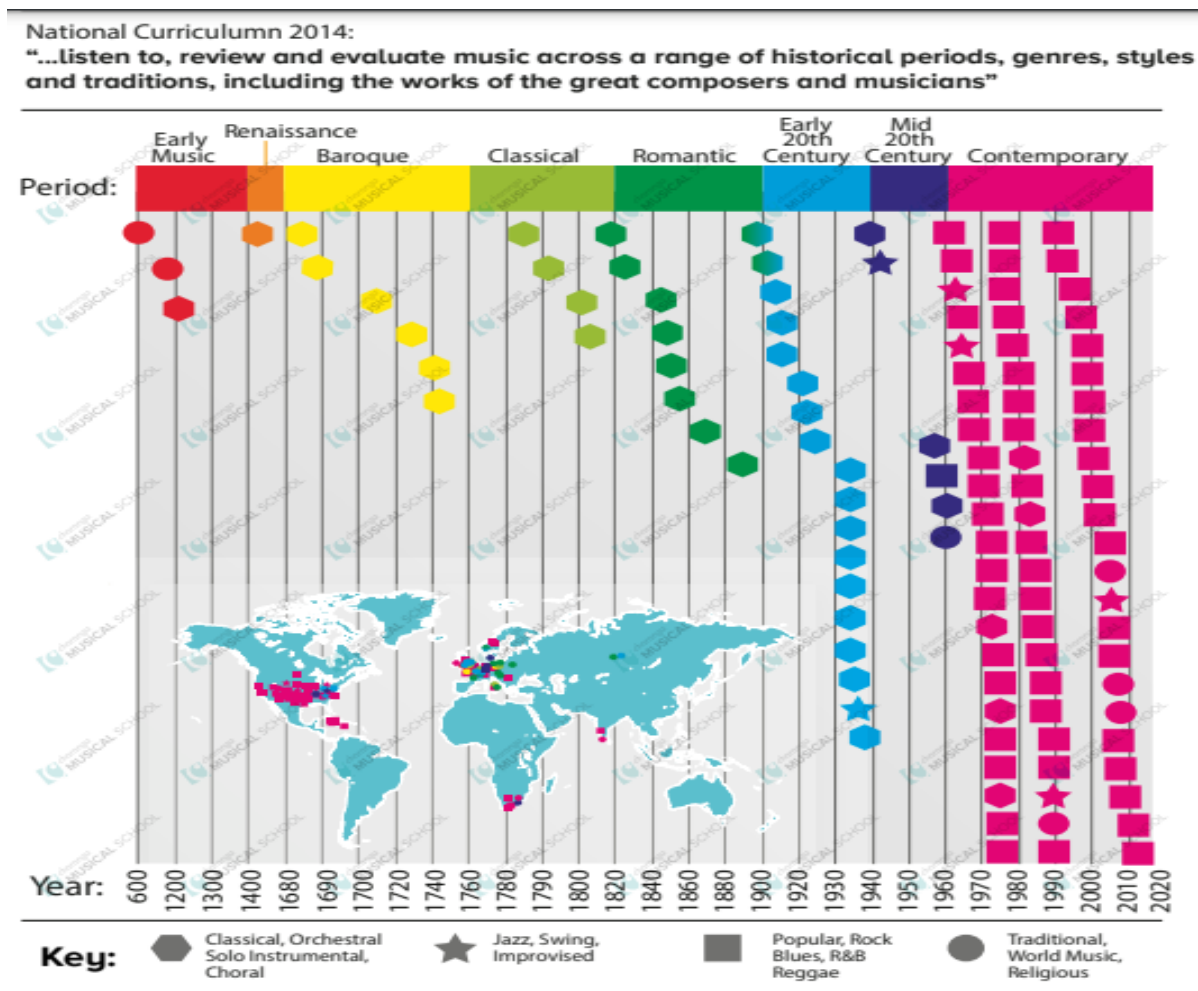
### What is included in each unit of work?

#### **1. Listening and Appraising**

The aim of the Scheme is to engage children and teachers with music and to encourage and grow their love of it. The last thing we want is for them to put music in boxes: "I don't like classical music" or "I don't like jazz". We want them to listen to ALL STYLES and to have informed discussions about that music.

Listening and appraising is where the foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the lesson plan gives simple questions and answers to encourage discussion. In each step there is the option to listen and respond to a different song or piece of music in a different style.

The below diagram details the coverage of different musical genres, periods, styles and traditions that are covered through the listening and appraising strand of the scheme.



## 2. Musical Activities

All activities are based around a song. The Activity Manual provided is to support the teaching and learning.

- Games embed the Interrelated Dimensions of Music through repetition
- Singing is at the heart of all the musical learning
- Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion (at Burbage Junior School we use glockenspiels) and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- Improvising with the song using voices and instruments occurs in some Units of Work
- Composing with the song using instruments occurs in some Units of Work

### Bronze, Silver, Gold Challenges

Within the musical activities are differentiated challenges. These differentiated challenges are NOT a measure of attainment but about building musical skills in a fun and challenging way. All three Games Tracks are available here


to be progressed through over the 6-step learning episode. For example, we may choose to revisit the Bronze Challenge to embed skills even if we have completed it and moved to Silver. The progression is in-built.

### 3. Performing

This is an opportunity to share what has taken place during the lesson and work towards performing to an audience.

An integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

### Impact

<p><b>School Curriculum Impact:</b></p> 	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

The expected impact of following the Charanga Music scheme of work is that children will:

- enjoy music as either a listener, creator or performer
- be able to dissect music and comprehend its parts
- be able to feel the pulse of a piece of music and respond to this
- be able to sing with increasing confidence
- listen to music across a range of genres, styles and traditions and be able to critically evaluate them, using the correct vocabulary and giving reasons for their thoughts and opinions
- develop their self-confidence as they perform for each other and the wider community
- develop a love of music
- develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world

### Assessment

At Burbage Junior School, formative assessments take place during lessons. Teachers use their professional judgement to identify talented individuals who would benefit from joining the choir or from accessing additional music lessons provided by our peripatetic teachers. Teachers sign post these children to additional services that can further their musical ability. During lessons, teachers also identify pupils who are confident to perform and those who are less confident to perform. This helps our teachers to identify who needs more support as they progress through the scheme and those who can be challenged. Teachers drip feed key vocabulary throughout each session and use formative assessment to monitor pupil's understanding and retention of key terminology.