



Logan
Bros.
MUSIC SPECIALISTS & TUTORs

Full Governing Body Paper – Music Update Report	
From: Gerad Lggan	Date: 15.07.24
Date of meeting: Monday 22 nd July	Agenda Item No.
Aim of paper: For the Governing body to review the Music Update	
Action required: For the Governing body to review and note the report.	
Strategic Objective: Curriculum update based on Ofsted 2019 report	

Intent

At Beam County Primary our music curriculum is designed to foster an appreciation and if possible a love for music. We believe that music is a universal language that enriches the human experience and certainly enhances creativity. Our goal is to provide all students with a high-quality music education that is engaging, enjoyable, and deepens their understanding of the subject.

Through our music program, we aim to:

1. **Develop Musical Skills:** Provide all pupils with comprehensive opportunities to enhance their musical abilities. This includes fostering intentional listening, developing confident and accurate singing skills, understanding fundamental musical notation and theory, exploring the interrelated dimensions of music, gaining proficiency in playing instruments at a foundational level, composing with notation, and practicing improvisation.
2. **Encourage Participation:** Promote active involvement in a variety of musical activities and experiences, fostering teamwork, individual self-confidence, opportunities for creative input, and a sense of achievement through the completion and performance of repertoire.
3. **Intentional Listening:** Cultivate an appreciation for a wide range of musical styles, genres, and traditions by encouraging students to listen critically. Help them understand the context, key components, commonly used instruments, and history of different music forms.
4. **Music and Phonics:** Blend music and phonics in the Early Years Foundation Stage (EYFS) to support learners in developing word sound recognition and production. Through carefully crafted songs and chants that align with phonics instruction, reinforce letter sounds and patterns in a memorable and enjoyable way. This approach not only strengthens phonetic skills but also allows young learners to perform with joy, fostering a love for both music and language.

5. **Performance:** Ensure learners actively engage in musical performances, from classroom settings to broader opportunities before external audiences, empowering them to showcase their skills, talents, and creativity. They express themselves through solos, small ensembles, choral displays involving singing, actions, dance, and instrument playing. These experiences play a crucial role in shaping their character, fostering confidence, and contributing significantly to their holistic development across all subjects.
6. **After School Clubs:**

Music Club: Fun and engaging extracurricular activity focused on fostering creativity and inclusion across year groups in KS2. Learners work as a team and participate in various performances.

Instrument Club: A focused program where students learn to play the Violin or Guitar in small groups, culminating in performances to showcase their skills.
7. **Integrate Technology:** Utilise modern technology and digital tools like keyboards and Charanga to enhance musical learning, particularly in notation and composition, preparing students for contemporary musical experiences.
8. **Assessment:** All of the above is underpinned by formative and summative assessments, which help learners meet the expected attainment levels (ARE). These assessments also support SEN learners and those requiring additional assistance, as well as challenge advanced learners to exceed expectations.

We are committed to making music an integral and vibrant part of our students' education, helping them to discover and nurture their musical abilities and subject knowledge.

Implementation

At Beam Primary School, we are dedicated to delivering exceptional primary music education aligned with the national curriculum. Our approach focuses on meticulous planning and strategic sequencing to ensure comprehensive coverage of key musical concepts and skills. By integrating a variety of teaching methods and resources, including practical music-making, theoretical understanding, and contextual exploration, we aim to cultivate an appreciation for music among our learners. Through careful planning, structured lessons, engaging activities, and ongoing assessment, we foster creativity and confidence in music lessons. Our commitment to excellence in music education ensures that every child at Beam Primary School receives a rich and fulfilling musical experience that enhances their overall development and enriches their educational journey.

Here is an overview of how we plan and sequence to ensure progressive musical learning aligned with the national curriculum for primary music.

EYFS

The music curriculum focuses on listening, singing, and movement. Learners actively participate in nursery rhyme, chants, call-and-response, action songs, movement to music, and simple melody songs, tied to classroom themes. The fundamental interrelated dimensions—pulse, pitch, and

rhythm—are introduced and reinforced through body percussion, integrated with songs, chanted rhymes and via “my turn, your turn”.

They develop their vocal abilities and experiment with various voices and percussion instruments such as claves, tambourines, and bells found in the “music bag”. Learners also actively listen to music, with an emphasis on style and history.

Term-end performances provide opportunities for learners to showcase their musical growth and skills. Additionally, we integrate music and phonics in Reception class to aid learners in developing their recognition and production of word sounds.

KS1

Vocalising songs and rhymes with increased confidence and expression, listening to a wider range of repertoire, and performing with outstanding actions are the primary areas of musical development at the heart of KS1, building upon their musicianship from EYFS.

Confident performance with actions is crucial in musical development. Learners cultivate a robust sense of pulse, rhythm, pitch, and tempo through engaging with a bespoke repertoire, involving singing, movement, and playing both untuned and tuned instruments like claves, chime bars, and glockenspiels, steadily and in time.

These activities are the foundation of music learning in KS1, providing ample opportunities for performance and skill development, including composition.

KS2

The key skills and techniques learned throughout Key Stage 2 build upon those developed in Key Stage 1, with a specific focus on providing opportunities for students to access, learn, progress, and compose using musical instruments: Glockenspiel and Recorder in Year 3 and 4, followed by Ukulele in Year 5, and Keyboards in Year 6.

Students will further internalise essential musical skills and deepen their comprehension of interrelated dimensions such as duration, timbre, texture, structure and dynamics through a diverse range of activities. These activities encompass singing songs and chants of varying styles and complexities, call-and-response, multiple-part chants or songs, longer form songs, canon rounds, and improvisation. They also involve active listening and playing instruments as accompaniment.

Notation and fundamental theory are established, ensuring learners become proficient in reading and playing notes from a stave, steadily with the correct durations.

Students will enhance their musical confidence and musicianship through active participation as performers, creators, and audience members. There is a strong emphasis on engaging students in practical music-making as frequently as possible.

The exploration of music history, genres, and styles will continue with the aid of the model music curriculum. This includes delving into historical contexts, dates, and social significance where applicable, to establish meaningful and lasting connections.

Learners are encouraged and expected to perform solo, in unison, and in parts with precision, expression, and confidence. Performance opportunities continue to be fundamental to their musical development and journey.

All of the above is underpinned by formative and summative assessments, which help learners meet the expected attainment levels (ARE). These assessments also support SEN learners and those requiring additional assistance, as well as challenge advanced learners to exceed expectations.

Impact

By the end of Year 6, learners at Beam County Primary School should be able to:

- 1. Perform with Confidence and Skill:**
 - Sing and play instruments both solo and in groups, demonstrating precision, expression, and confidence.
 - Perform a varied repertoire that includes complex songs and instrumental pieces.
 - Participate in school and community performances, showcasing their musical abilities.
- 2. Musical Proficiency:**
 - Play the recorder, ukulele, and keyboard with a good level of proficiency.
 - Read and interpret musical notation, including stave notation, with accuracy.
 - Demonstrate an understanding of fundamental music theory.
- 3. Musical Creativity:**
 - Compose original pieces of music using notation and digital tools.
 - Improvise melodies and rhythms with confidence and creativity.
 - Use a variety of musical elements (e.g., pitch, dynamics, tempo, timbre) in their compositions and performances.
- 4. Active Listening and Analysis:**
 - Listen critically to a wide range of music, identifying key features and styles.
 - Discuss the historical and cultural contexts of different musical genres and pieces.
 - Analyse music using appropriate terminology, describing elements such as texture, and instrumentation.
- 5. Musical Vocabulary and Understanding:**
 - Use an extensive musical vocabulary to describe and discuss music.
 - Understand and explain the interrelated dimensions of music, including pulse, rhythm, pitch, dynamics, timbre, texture, and structure.
- 6. Collaboration and Teamwork:**
 - Work effectively in ensembles, demonstrating teamwork and collaboration.
 - Take on various roles within musical groups, including leadership positions.
 - Provide constructive feedback to peers and accept feedback graciously to improve performances.
- 7. Cultural Awareness and Appreciation:**
 - Appreciate and respect music from a variety of cultures and historical periods.

8. Technological Integration:

- Use digital tools and technology, such as keyboards and music software like Charanga, to enhance their musical learning and creativity.

9. Personal and Social Development:

- Show increased self-esteem and confidence through musical achievements.
- Exhibit improved concentration, memory, and problem-solving skills as a result of their musical education.
- Demonstrate a lifelong appreciation and enthusiasm for music.

Through this comprehensive music education, learners are well-prepared to continue their musical journey into secondary school and beyond, equipped with the skills, knowledge, and confidence to pursue further musical opportunities.