



THE MOSLEY ACADEMY

Music Procedure 2024/2025

Revised: November 2024

Review Date: April 2025

Website: Yes

Curriculum Intent

At the Mosley Academy, we value the importance of the arts provision to nurture the whole child. Music plays an important and consistent part in the life of our children, and we understand that Music can inspire and motivate children and play an important role in their personal development. At Mosley, we aim to teach high quality music lessons that engage and inspire pupils to develop a love of music, helping to increase their self-confidence, creativity and sense of achievement as musicians. We also aim to promote children's social, spiritual and global development through music, developing a greater appreciation of the world we live in by understanding different cultures and societies through music.

As children progress through the school, they should develop critical skills within music, allowing them to compose and perform with increased awareness of the steps and skills involved within this process.

The Mosley Academy delivers a broad and balanced music curriculum in line with the National Curriculum to ensure that all children:

- 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.

Implementation

We deliver our Music curriculum using 'The Charanga Music School Scheme' from EYFS to Year 6 to ensure that all children across the school develop their musical skills in the following areas:

- Listening and Appraising
- Singing and Musical Instrument Practise
- Composition
- Improvisation
- Performing and Sharing

Our Music curriculum ensures children consistently have the opportunity to sing, listen, play, perform and evaluate. This is embedded in the classroom, but also in our assemblies, the learning of instruments and the various opportunities for performing both in and out of school throughout their school journey such as in the Young Voices Annual Choir Concert.

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. It provides an integrated, practical, exploratory, child-led and inclusive approach to music.

A steady progression plan has been built into the scheme within each year group and also from one year to the next, ensuring consistent musical development. The interrelated dimensions of music (Listen and Respond, Explore and Create, Singing and Performing) weave and spiral throughout the units covering a wide variety of historical periods, styles, traditions and musical genres tailored to the age and stage for each year group. The progression of skills and knowledge is clear and teachers are aware of their place in the learning journey.

Charanga enables children to understand musical concepts through a repetition-based approach to learning which we believe enables a secure, deeper learning and mastery of musical skills.

In addition to our Charanga curriculum, our children have the opportunity to learn the Ukulele in Year 3 and the Violin in Year 4 as a whole class as part of the Entrust schools' scheme and have access to peripatetic piano lessons throughout their time at school.

Impact

Our Music Curriculum will ensure all pupils develop key musical skills, as set out by the National Curriculum. These are as follows...

In Key stage 1:

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and untuned musical instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music.
- To experiment with, create, select and combine sounds using the interrelated dimensions of music.

In Key stage 2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Our Music curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical elements and the teaching of vocabulary throughout the music curriculum. If children are achieving the knowledge and skills in lessons, then they are deemed to be 'On Track' and making good or expected progress. Children's progress in Music is informally assessed through observations and questioning throughout lessons.

The Impact of our Music curriculum is monitored in the following ways:

- Lesson observations and subject monitoring by the subject lead
- Pupil Voice – discussions about their own learning and enjoyment in music.
- Monitoring of the Music subject leader action plan and Music audit by SLT.
- Governor monitoring with our Curriculum link Governor
- Photo and video evidence of pupils' practical learning
- Informal Assessment and use of the Teacher Assessment tool in Charanga. *(From September 2022, all assessment data will be available on Classroom Monitor for the Subject Lead)*
- Annual Review of Music impact
- Uptake and monitoring of progress in peripatetic lessons and music clubs
- Performances during whole school instrumental lessons
- Opportunities and take up for Staff CPD

EYFS

In Reception, Music plays a more integral role of our curriculum as we explore imaginatively creating different sounds with everyday objects and play with a wide range of musical instruments within our indoor and outdoor provision. Singing nursery rhymes & simple songs, listening to music and completing simple rhythm activities such as clapping or singing our names as we line up, are part of our daily routines and supplement the use of the Charanga Scheme of learning, laying firm foundations for the children's music journey throughout our school. Evidence of our Music journey is documented on the 'Tapestry' Online learning journal and all musical objectives and assessment in EYFS are underpinned by the objectives of the Early Learning Goals (ELG's) and in particular:

ELG 17 – Expressive Arts and Design: Being Imaginative and Expressive

- To sing a range of well-known nursery rhymes and songs
- To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Equal Opportunities

At The Mosley Academy, we value every child and aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We believe every member of the school community should feel safe, secure, valued and of equal worth and enables them to achieve their full potential. We aim to provide a broad, balanced, rich and relevant curriculum appropriately differentiated to respond to children's diverse learning needs. The opportunities and experiences we provide, enable our pupils to participate fully and give their best across all aspects of school life supporting our school motto "Be the best you can be!". We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils.

All pupils have equal access to Music to further their learning and we aim to facilitate the full inclusion of pupils with special educational needs. The Music Subject Lead is able to advise teachers on the support that can be provided to individual pupils with particular educational needs. Open-ended activities are an effective way of challenging more able children and successful teaching and learning will depend on the effectiveness of differentiation as well as the extent to which:

- Learning is broken down into manageable steps
- Assessment procedures are used to identify learning difficulties
- Children are given opportunities to become independent learners
- Children are aware of their own success and progress
- Children are able to evaluate their work to identify areas for improvement.

Please also see the JTMAT Equality Policy.

Music Subject Lead: Sarah Rowe

Next Review: April 2025