

## Music at Leyburn Primary School

### Intent

**'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 achievement.'**

At Leyburn Primary School children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. As children progress they develop a critical engagement with music, allowing them to compose and listen with discrimination to the best in the musical canon.

### Aims of music

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Learn to sing and use their voices to create and compose music on their own and with others
- Understand and explore how music is created, produced and communicated

### How are British Values taught through music?

The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world (North America, South America, Africa and India as well as from other cultures closer to home in Europe and the United Kingdom). Freedom of expression is a regular feature in listening work as we distinguish between opinion and fact when discussing different music and encourage pupils to support their differing opinions with factual references. The discussions surrounding music from different cultures allow teachers to challenge the use of stereotypical cultural references and discuss how it can lead to discriminatory and prejudicial behaviour with the pupils

### Implementation

The music curriculum at Leyburn Primary school ensures children sing, listen, play, compose, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, specialist music instrumental tuition, various concerts, performances and the learning of instruments. The elements of music are taught in classroom lessons so children will be able to use some of the language of music dissect it and understand how it is played, appreciated and analysed. In the classroom children will play a range of musical instruments including tuned and un-tuned percussion and recorders to perform back and find the pulse. Notation is taught in a progressive way from Year 1 using the correct terms and symbols. The children learn to read and compose music using this basic notation focussing on the different dimensions of music which will further their understanding when listening, playing or analysing music.

At Leyburn Primary school we use the BBC Ten Pieces programme as the basis of our music curriculum. The Ten Pieces program has been selected because it offers a range of genres and music styles and develops a progression of skills across the areas of listening, performing and composing. It helps the children in our school to develop an understanding of the history of music. For example, in Year 1 as part of the Kerry Andrews No Place Like unit children learn to copy rhythmic patterns when composing, this is revisited in Year 3 during the Villa Lobos Little Train to Caiphira unit where children compose by repeating short rhythmic patterns. In Year 4 this learning is progressed further when the children study Aaron Copeland's Rodeo Hoedown. During this unit the children learn short rhythmic patterns that are then improvised on and played back. This learning is built on further in Year 5 where in the Mozart Horn Concerto no.4 unit children improvise short rhythmic phrases. In the listening aspect of the curriculum in Year 2, whilst studying Holst's Planet Suite Mars children are encouraged to say what they like or dislike. This leads on to Year 6 children being asked to listen to music and then compose their own interpretation whilst studying John Adams' Short Ride in a Fast Machine. The BBC Ten Pieces Scheme is ideal for non specialist teachers and comes with high quality materials. This interlinks with our teaching of discreet notation and encourages the children to implement their notation knowledge.

The school offers all children an opportunity to work with a music specialist. This takes the form of learning a genre of music from a variety of traditions on a range of instruments, for example, Samba or Djembe drumming. This leads to a performance which is shared with parents and carers and the wider community. This experience provides an opportunity for the children to further develop the musical knowledge they have as well as acquire, refine and rehearse new skills. All children in KS2 will learn to play the recorder which helps to embed notation knowledge as well as listening, rehearsing and performance skills.

Performance is a key part of musical teaching and learning at Leyburn Primary school and all pupils participate in a key stage performance. EYFS, Reception and Key Stage 1 children take part in a Nativity and Easter play and Key Stage 2 children take part in a summer performance. Parents and carers are encouraged to attend these performances. Key Stage 1 and 2 children also have the opportunity to watch a pantomime at a local theatre.

Alongside our curriculum provision for music pupils have the opportunity to participate in additional 1:1 music teaching. Children are able to learn a musical instrument with peripatetic teachers organised by the North Yorkshire County Music Service. Lessons are provided weekly for a fee paid by the child's parent or carer. For children receiving Pupil Premium the school may fund these lessons. Key Stage 2 pupils also have the opportunity to join the school choir. This meets on a weekly basis, with around 25 children attending. The school choir takes part in the local Tournament of Song and attends local community events. The choir regularly sing at the local sheltered housing scheme and have sung at the local weekly market, a British Legion Festival of Remembrance and various charity events.

### **Impact**

Our music curriculum is of high quality, well thought out and planned to demonstrate progression to build on and embed the musical skills of listening, composing and performing. Repeating a musical skill or concept does not mean progress is slowing down or that development is moving backwards. It enables pupils to reinforce musical understanding in order to improve the quality of their musicianship. We focus on progression of knowledge and skills in the three different musical components and teach discreet vocabulary around notation throughout year groups.

Assessment follows a variety of different methods. Music activities will be assessed through talking, notating, exploring, creating and making and responding. Pupils will be informally assessed throughout creation or rehearsal processes by a teacher and given oral feedback. Photo and video evidence is gathered and stored on the staff share.