



Pollington-Balne C of E Primary School Approach to Music

At Pollington-Balne our music curriculum is centred around Charranga (EYFS-Y6), a clear and comprehensive music scheme which aligns with the National Curriculum. Within our Music Curriculum children are provided with lots of practical opportunities to explore and develop as musicians and singers. They also have an opportunity to develop an understanding of pulse, rhythm and notation and are exposed to different genres of music.

All children at Pollington-Balne receive a broad and balanced curriculum regardless of year group or ability. Every child accesses all subjects on offer at our school and teachers plan all subjects with a clear progression of skills and knowledge that we have devised as part of our curriculum offer, to ensure that all children access it at an age-appropriate level. Subject progression grids also ensure that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

What do we expect to achieve through our Music curriculum?

EYFS

The music curriculum is known as; Expressive Arts and Design and is organised on a topic basis. Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

By the end of Foundation Stage our children will;

- explore and use media and materials - sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- be imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Best practice and activity ideas.

By the end of KS1, our children will:

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

By the end of KS2, our pupils will:

- 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 inter-related 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.

Evidence

Every unit will conclude with a mini performance. This will develop the pupils' confidence as performers and celebrates their developing musical achievements. At the end of each unit, the class will perform for an audience, for example in STAR assembly, or with the wider community.

Performances will be recorded and saved onto the teacher shared drive. This will evidence progression and can also be used as a teaching tool with the pupils in the subsequent lesson.

Music Lessons

Peripatetic teachers come into school and teach individual instruments to those children who wish to learn them. Currently we have flute and guitar lessons.

Spiritual, Moral, Social and Cultural Links to Music

The spiritual development of pupils is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The social development of pupils is shown by their:

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.