

Music at Holdbrook



Intent

Music is a universal language that embodies one of the highest forms of creativity. At Holdbrook Primary school we believe that 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, listen with discrimination, and so increase their self-confidence, creativity and have a sense of achievement.

Here at Holdbrook Primary school, we implement an intricately crafted scheme of work that coincides with the music government guidelines 'The Power of Music to Change Lives'. Each music lesson is tailored to suit both classroom and individual needs with differentiation being the key to success. We recognise that children absorb knowledge and learn at different rates and so continuously adapt accordingly, both within and outside of the classroom, to obtain maximum learning outcomes for each individual pupil.

Children at Holdbrook Primary have the opportunity to express themselves in a safe, friendly environment, with nurturing and encouragement given before, after and sometimes during every performance.

Implementation

Music lessons are designed to be fun and knowledgeable. There is a strong influence of practically based learning, coupled with auditory learning and listening, visual learning and theory.

The children are directed on exactly how to play in some lessons and challenged to think for themselves how to play in others. This helps to

Impact

Children should feel elated after a music lesson. Even if the subject matter was minor chords or discussing sad sounding music. Music is a level playing field whereby you do not need to be a mathematician or scientist or grammatically correct. Yet all of these skills can be enhanced by learning music...

<p>develop creativity as well as understanding. Expectations are high in Music classes as every child has the ability to exceed in music. There are no limitations.</p>	<p>Counting beats, Acoustics, Lyric/ poetry writing for example. The ultimate aim is for every child in the classroom to be engaged in the lesson, to enjoy it, and to walk away at the end of the lesson having met and learned the three learning objectives given at the beginning.</p>
---	--

Assessment

There are five main components that the children are assessed on:

Singing, Listening, Composing, Performing and Musicianship.

Each year group in KS1 and KS2 will cover all five of the main components throughout the academic year. The children will cover various topics each half term. Those topics will include at least one or more of the five components listed above.

Success criteria will depend on whether the children have achieved, exceeded or are still working towards the overall learning outcome for each of the five components.

It must be noted that children may excel more in certain components but may need to develop further in others. Again, this relates to the type of learners that the children are.

Differentiation is used for each lesson so that all children can learn and progress at their optimum.

Monitoring

Q and A is used at the beginning of each lesson to see what children can remember from previous lessons. Q and A is used as a plenary to test what has been learned during that lesson. 'Open ended' questions are used frequently and the children have to musically justify answers given.

I will walk around during a lesson and listen to children play/ sing and work with children that need a little help until they are capable.

Marking & Feedback

Music is a subject that doesn't rely heavily on written work, the children are generally given verbal feedback after performances. This is usually given by the teacher using Q and A with the group/ individual on what went well and how to progress next time. This can be coupled with peer-to-peer feedback to get all class members joining in. Answers given is an insight as the how well the student has taken on the knowledge. School rewards

Worksheets are sometimes used to see what levels children are at. Worksheets are used to see if the children can identify note symbols and pitch, or names of instruments of the orchestra, or song writing for example.	(Dojos/house points) are awarded to exceptional performances.
--	---

EYFS

Children in Early Years are just developing their love for music, so it is vital that lessons are short, snappy and fun. We sing nursery rhymes, as these are ideal for EYFS development. Musically, they introduce younger learners to melody, pulse, rhythm, structure, musical elements and dance. Nursery rhymes are also excellent aides when promoting phonics and contain a lot of repetition, which helps with pronunciation as well as trying to remember lyrics. Nursery rhymes also support with counting, the alphabet, animal recognition (Timbre/Pitch/Dynamics) and so on.

Learning the names of melodic and non-melodic percussion helps the children understand what they are playing. The children will know what instrument to collect from the music box when prompted, and with time, the children will progress to describing the Pitch and Timbre of that instrument. With further progression of Tempo, Dynamics and Note Duration added to the way the children play their instrument.