

Music at The Grove Junior School

National Curriculum

Pupils in Key Stage 2 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 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

Links to learning in KS1

The majority of pupils transition to the Grove Junior School from The Grove Infant School. The pupils are taught Music by their class teachers. This covers the content from the National Curriculum which states that pupils should be taught to:

- 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.

Intent

Our intention is that every pupil leaves The Grove Junior School **understanding** and **appreciating** the **unique** and **profound** ways in which music **enriches** and **enhances** their **thinking**, their **feeling**, their **culture** and their **engagement** with the **wider community**. In order to achieve this aim, musical activities at the Grove School are practical and inclusive. All pupils, regardless of **physical ability**, **gender**, **race** and **ethnicity**, have **equal access** to weekly music lessons, and can participate fully in activities which cater for the wide **range of musical ability** in any one class.

Many pupils arrive at school having already had a variety of musical experiences. This immediately gives them **cultural capital** over those pupils who have not had similar experiences. Our curriculum, both in class and extra-curricular, aims to close the gap and ensure that those pupils who have not had any pre-school involvement in music are particularly encouraged to take part in all that the school offers.

Implementation

In order to implement our intentions, a range of musical activities are delivered which are in line with the National Curriculum requirements. These requirements ensure that all pupils:

- Perform, listen to, review and evaluate music from different countries and from different times.
- Are taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Weekly whole school singing assemblies encourage a sense of **bonding** and **unity**. Vocal skills and techniques are taught through a variety of songs which cover many different styles. The repertoire is carefully chosen first and foremost to appeal to this age group, so that pupils really *want* to sing together. The songs are also chosen to promote a message or to fit in with a particular theme or season.

With these requirements in mind, **creative** activities are planned which aim to **engage** pupils and foster their **curiosity** in a particular theme or topic being covered in their class. The outcome may be a composition piece which is planned, rehearsed, performed and evaluated, or a review and analysis of a piece of music listened to.

Whatever format the outcome takes, it will **enhance** and help make sense of the topic being studied in the **wider curriculum**.

The listening activities provide opportunities for pupils to study a range of music from different **historical** periods, helping them to begin to understand the way music reflects

the time and place in which it was written.

As well as learning about music from different historical periods, pupils are introduced to music from around the **world**; encouraging them to acknowledge, appreciate and embrace **distinctive cultures** and environments which are **different from their own**.

Crucial to the implementation of our music curriculum is a carefully structured **progression of skills**. The progression of skills leads directly on from the infant school, thus enabling a clear progression of music across both **Key Stages**.

Regular meetings are held with the music subject leader from the **infant school** to share good practice, to discuss monitoring and assessment and to make sure that musical activities in the junior school build upon skills and experiences at **Key Stage 1**.

In addition to weekly music lessons, led by the class teacher or external music company 'Musicale', where all pupils play a variety of musical instruments, individual instrumental lessons are available for a wide range of instruments.

In order to maximise inclusivity, a policy is in place to provide **financial support** for pupils from lower income families. This is monitored by the school, ensuring that firm foundations are built, where pupils see the importance of practising, are given guidance and support in preparing for music exams, should they wish to take them, and where they have regular opportunities to enjoy playing in **ensemble** groups. The aim is for pupils to want to continue playing their chosen instrument at their next school and **beyond**.

Impact

The impact of music on the lives of pupils at Grove Junior should be that they develop a **lifelong passion** for music. This will grow from their **enthusiasm** and **engagement** in a wide variety of musical activities experienced in school.

Pupils should develop **confidence** as they share their music with one another in an **inclusive** and **positive** environment. This will develop **self-esteem** in our pupils which will then be transferred to other areas of the curriculum. A child who leaves a music lesson having experienced a sense of achievement will naturally start the next activity with **confidence** and an increased sense of **wellbeing**.

We will have evidence of pupils singing and playing '**musically**' with increasing confidence and control.

They will have an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will enjoy playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Pupils will be able to compose music for a range of purposes using the inter-related dimensions of music effectively to communicate their ideas. In addition to this, they will have the skills to record their music using a variety of notations.

Our aim is that pupils will appreciate and understand a wide range of music drawn from different traditions and from 'great' composers and musicians. Through careful planning and **inspiring** musical choices, they will begin to recognise how music has changed through history and the unique place it has had in the lives of human beings since the earliest civilisations.

By the time pupils leave the school, most of them will be working at the expected standard of an end of Key Stage 2 musician. Some will be working at a greater depth of the expected standard.

Music Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Musicale – Music Mix-Up!	Musicale – Music Mix-Up! Y3 Production	Glockenspiel Stage 1	Charanga – Three Little Birds	Charanga – Bringing Us Together	Blown Away Recorder 1
	<u>Resources:</u> Piano Boomwhackers Glockenspiels	<u>Resources:</u> Piano Boomwhackers Glockenspiels	<u>Resources:</u> Glockenspiels	<u>Resources:</u> Tuned percussion Untuned percussion	<u>Resources:</u> Tuned percussion Untuned percussion	<u>Resources:</u> Recorders
Year 4	Musicale – whole class violin	Musicale – whole class violin	Glockenspiel Stage 2	Charanga - Stop! Y4 Class Assembly	Charanga – Lean on Me / Mamma Mia	Blown Away Recorder 2
	<u>Resources:</u> Violins	<u>Resources:</u> Violins	<u>Resources:</u> Glockenspiels	<u>Resources:</u> Tuned percussion Untuned percussion	<u>Resources:</u> Tuned percussion Untuned percussion	<u>Resources:</u> Recorders Laptops or Ipads
Year 5	Charanga – Living on a Prayer	Charanga – Classroom Jazz 1	Musicale – Active Music (Ukulele)	Musicale – Active Music (Keyboard)	Charanga – The Fresh Prince of Belair	Grovefest
	<u>Resources:</u> Glockenspiels Keyboards Recorders	<u>Resources:</u> Ukuleles	<u>Resources:</u> Tuned percussion Untuned percussion Keyboards Ukuleles	<u>Resources:</u> Tuned percussion Untuned percussion Keyboards Ukuleles	<u>Resources:</u> Tuned percussion Untuned percussion	<u>Resources:</u> Glockenspiels Keyboards Recorders
Year 6	Instrument Study – Ukulele (Charanga)	Instrument Study – Ukulele (Charanga)	Charanga – You’ve Got A Friend / Happy	Beginner Keyboard Chapters 1-4	Musicale – Seasonal Project (incorporating ukulele and keyboard)	Musicale – Seasonal Project (incorporating ukulele and keyboard) Y6 Production
	<u>Resources:</u> Ukuleles	<u>Resources:</u> Ukuleles	<u>Resources:</u> Ukuleles Glockenspiels Tuned percussion Untuned percussion	<u>Resources:</u> Keyboards	<u>Resources:</u> Ukuleles Keyboards Tuned percussion Untuned percussion	<u>Resources:</u> Ukuleles Keyboards Tuned percussion Untuned percussion

