



# Music at Delta



Delta Primary  
School

At Delta, we want our children to love music. Our music curriculum engages and inspires children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Music is a vehicle for personal expression and plays an important part in the personal development of our children. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, decision making and presentation and performance skills. These skills are vital to the children's development as learners and have a wider application in life beyond school.

We encourage all children to learn from and be inspired by the work of great musicians and understand the contribution music has made to society. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts.

## What do we want our children to learn?

*By the end of their primary education our children will:*

- enjoy and have an appreciation for music
- listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions
- sing and use our voices to create different effects
- create and compose music, individually and with others
- use a range of musical languages
- make judgements and express personal preferences about the quality and style of music
- confidently take part in performances with an awareness of audience
- have a passion for and commitment to a diverse range of musical activities.

## Music in the EYFS:

- Within the EYFS setting, music is an integral part of children's learning journey.
- Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics.
- Children learn a wide range of songs and rhymes and develop skills for performing together.
- Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.
- Children have access to instruments appropriate to their age.
- There is an annual Christmas show that the children rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

## Planning:

- Lessons are planned to ensure children are increasing their knowledge of music through engagement with musical sound, but are also supported to acquire further verbal knowledge about music.
- Opportunities are utilised for cross-curricular learning, in consideration to the wider curriculum, as well as the school's own context, considering access to local resources and opportunities for performance.

## How do we implement our music curriculum:

- We use the Kapow music scheme to deliver our curriculum. The scheme follows a spiral curriculum model where previous skills and knowledge are returned to and built upon.
- We take a holistic approach to music, in which the individual strands (performing, listening, composing, history of music and inter-related dimensions of music) are woven together to create engaging and enriching learning experiences.
- The curriculum overview shows which units cover each of the National Curriculum attainment targets as well as each of the strands within it.
- The progression of skills shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.
- We discretely teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.
- During the school year, children are provided with opportunities to rehearse and take part in a range of musical performances, these include concerts and assemblies.

## Other enrichment opportunities include:

- visits to pantomimes and theatres.
- Year group performances e.g. Christmas Nativity, assemblies and the Year 6 End of Year Production.
- variety of performers and visitors perform to the school such as 'Chicken Shed' and Traditional Tales Storytellers.
- Weekly singing assemblies.
- Class assemblies with opportunities to perform.

## Teaching:

- Music lessons are weekly and 30 minutes in length.
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually.
- Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances.

- We plan for opportunities for children to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.
- Consideration is given to how pupils will be challenged within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Lessons are adapted with consideration for all children.

- Lessons are 'hands on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.
- Musical concepts are taught and modelled musically. In a lesson where instruments are used, there is clear direction and guidance about correct performance technique and posture.
- Music lessons are focussed on developing children's imagination and creativity, building up pupils' knowledge, skills and understanding.
- Pupils' understanding of music will be developed through activities that bring together the requirements of performing, composing, listening and appraising.

#### Assessment and feedback:

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Outcomes in music lessons to assess on-going attainment and progress.
- Effective feedback and modelling to further improve children's work.
- Video recordings are made of live musical performances for the children to use as a self-assessment tool.
- On completion of a piece of work, the teacher will assess the work and give oral feedback.
- Older and more able pupils are encouraged to make judgments about how they can improve their own work.

#### E-book:

- Teacher will assign the e-book at the start of a unit. Every new unit will have the unit title recorded, alongside the L.Os for each lesson.
- The e-book will be saved in the Music folder on Seesaw for monitoring and assessment purposes.
- During lessons, video evidence will be captured of specific skills taught and upload onto the e-book as evidence.
- Every child should be given the opportunity to reflect on their learning once, at an appropriate time within a unit of work. This should include technical vocabulary to show children's understanding of the skills they have learnt so far. This can be typed or voice recorded (KS1/SEN).

#### How do we evaluate learning in music?

- The impact and measure of our Music curriculum is to ensure that children at Delta are equipped with musical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 level and for life as an adult in the wider world.
- Music is a huge part of daily life and should be something the children can relate to and enjoy with a good level of understanding from an early age.

SLT and the music subject leader monitor the impact of the music curriculum using a variety of strategies.

- Scrutiny of recordings and work on Seesaw
- Pupil voice
- Learning walks
- The priorities set out in the music action plan are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.