



## **Music at Ashmole Primary School**

***“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase self-confidence, creativity and a sense of achievement.”***

### **Intent**

Ashmole Primary School recognises that children are musical and creative beings prior to their arrival at school. This development continues to grow and evolve through their experiences and education. We believe that studying music is vital to every pupil's development in order to foster self-esteem, self-motivation, self-belief and self-satisfaction.

We recognise our responsibility to provide an environment in which all children, irrespective of gender, age, ethnicity, socio-economic and cultural background, can participate in musical activities.

Our aims are:

To facilitate children's learning, for them to gain confidence and competence through an active involvement in: listening, evaluating, singing, learning a musical instrument, performing, composing and using musical technology.

To ensure every child can access the music curriculum taking into account each child's individual needs and achievement.

To extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places.

To ensure that there are appropriate opportunities for each child to continue learning and developing their musical skills to the next level of musical excellence.

To understand and explore how music is created, produced and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

## **Implementation**

At Ashmole Primary School, we encourage a practical approach to learning and teaching in music that develops our pupils as young musicians. When planning our Music lessons, we endeavour to foster awareness and an enthusiasm for music in a modern world that is multi-cultural and technological.

We particularly focus and encourage, performance and composition throughout schemes of work in music which helps to make learning activities relatable and engaging, as pupils learn and perform music which has real-life context. Children at Ashmole Primary School are offered plenty of opportunities to perform throughout their school year. Children are encouraged and supported to show their musical talents which fosters their love for music. As children progress through Ashmole Primary School, they will continue to develop their prior skills learnt in previous years by revisiting key skills and knowledge. They will then develop these skills by increasing the levels of complexity.

Music lessons are interactive and practical, and pupils often work as a class, small group and individually within one lesson. Pupils use a variety of 'real' instruments as they progress through the school (including recorders, glockenspiels, ukuleles and drums) and listen to a breadth of professionally recorded music from history and around the world. Every child will participate in whole class instrument lessons for a whole term which is taught by outside musicians. This encourages and broadens their exposure to a variety of instruments as they progress through our school. At Ashmole Primary School, children are also offered plenty of opportunities to develop their musical education through developing a variety of partnerships with musicians such as Enfield/ Barnet Music Service, Young Voices and the London Symphony Orchestra.

Children at Ashmole Primary School will have the opportunity to develop singing skills, instrumental skills, listening skills, composing, performing and learn to play the recorder. To ensure that pupils meet a range of coordinated, progressive musical activities the curriculum will be delivered using the framework developed by Barking and Dagenham Music Service and adjusted for Ashmole Primary School. Opportunities are also provided for all, extending the gifted and talented pupils and developing basic skills in others. Provision will be differentiated appropriately, by: outcome, task, resource or support.

## **Impact**

Each scheme of work has clear objectives and set outcomes for pupils in terms of knowledge, understanding and skills acquisition. Lessons are differentiated to ensure that all children are challenged. At Ashmole Primary School, we ensure that when assessing pupils, evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during lessons and listening to final performances of learnt pieces or compositions. Children are also encouraged to use their knowledge of music to conduct listening logs during appraise sessions, noting down their opinion, instruments, and genre. The outcomes of each lesson and scheme of work serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. Outcomes are used to build an emerging picture of what the pupil knows, understands, and can do.

At the end of each year, we make a summative judgement about the achievement of each pupil. At this point teachers decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for music at the end of the year is used as the basis of reporting progress to parents.