

Music at SMAB



Intent

At St. Michael at Bowes, we know and appreciate the importance of music, not only as part of our school curriculum but also for the role it continues to play in all of our lives beyond the classroom. Our music curriculum is designed to promote a love of music, giving all pupils the opportunity to develop their singing skills in an ensemble setting, learn an instrument and develop a strong understanding of the interrelated dimensions of music – in listening and appraising and in improvising and composing for their own pieces. We ensure they experience a range of musical styles, genres and time periods in order to develop a full appreciation of the similarities and differences and form their own opinions by finding something they love. Our aim is to develop new skills and interests while recognising and building on existing abilities.

Curriculum and teaching

We follow an abridged version of Charanga for our Music Curriculum, using three of the New Model Music Curriculum units in each year group. The New Model Curriculum supports the development of pupils' musicianship through exposure to a wide range of styles, genres and periods of history. It looks at connections between music through the interrelated dimensions of music and gives pupils lots of opportunities to develop their skills: singing, playing, improvising, composing, listening and appraising. There is a strong emphasis on musical vocabulary. Three units of six lessons are taught across the year: one hour fortnightly.

Planning

- Planning is provided by Charanga with detailed expectations and stages within each unit
- Progression of knowledge and skills have been developed by Charanga
- Year groups plan on a shared document to ensure key skills are identified each week.

Monitoring

- Monitoring is carried out by subject leader and SLT during the school year. This will include
- Learning walks during music lessons
 - Book looks – written appraisals, use of key vocabulary, comparing genres and styles, composing own pieces and evaluating performances
 - Video evidence of progress from music lessons – playing, singing and improvising
 - Pupil voice

Resources:

SMaB is well resourced in order to support and challenge all within our Music curriculum

- Electric piano and keyboards
- Range of untuned percussion instruments
- 2/3 class sets of Glockenspiels
- Range of cards, scaffolds, whiteboards, magnets to support improvisation and composition
- A dedicated Creative Hub

Feedback and assessment

- Baseline and end of unit/year quizzes are part of Charanga, to help assess knowledge and general musicianship
- Video evidence captures skills developing throughout the year to support Teacher assessment
- Feedback is given verbally during lessons and often recorded as part of video evidence.
- It may also include peer and self-assessment with pink (positive) and green (development) comments in music books or green pen reflections.

Beyond the curriculum:

- Weekly Hymn practice sessions in phases and whole school, compliment the curriculum by embedding use of key vocabulary to appraise music of a range of styles, time periods and genres as well as introduce formal notation through patterns and rhythms and to consolidate learning in the classroom
- EMS deliver music lessons to individuals/small groups and the school offer the chance to learn either the recorder or an orchestral instrument from a specialist music teacher
- Rocksteady lessons take place weekly with performances at the end of each unit
- A choir runs at different points throughout the year for scheduled performances