



Priestley Primary School

Music at Priestley



Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves artistically and lead to an appreciation of the work of established artists and craft workers.

Teaching & Learning

Music at Priestley

At Priestley we encourage children to express themselves creatively through music; to discover and pursue their interests, talents and feelings and to build their self-esteem and confidence using music in its many forms whether through composition or performance.

Music is a fantastic creative outlet. It is great for the soul and for wellbeing. Above all, it is fun!

Music helps children to "tune-in", listen and concentrate and to work together as a team. Of course, Music helps the children create and develop new ideas – all super Spikey qualities!

Singing and music thread themselves throughout the curriculum at Priestley, from movement in P.E to immersing ourselves in historical time periods to helping us to learn key facts and figures in Maths and Literacy, not forgetting learning to play and read music.

Singing, exploring and making sounds as well as creating instruments begin early on. We move onto body percussion, pulse and rhythm games as well as playing percussion and creating soundscapes. We develop our own methods of notation in pictorial form and create and build our own melodies. We move to playing tuned instruments, as a group or individually, and progress to learn to read and write basic musical notation.

Opportunities to learn an instrument, such as guitar and piano, to a higher level are provided by Peripatetic teachers during and after school.

Using the four developmental stages of the Cornerstones scheme which we follow for all other Topic based subjects, children will be able to: -

- ✓ **Engage** actively with their own learning through the provision of exciting provocations, such as famous or visiting musicians and music from different genres, times and cultures; opportunities to create and perform both in and out of school
- ✓ **Develop** the necessary, age appropriate skills in Music.

- ✓ **Innovate** their own ideas drawn from and through the discovery of different styles and forms from different times, cultures, musicians and experiences.
- ✓ **Express** knowledge and skills effectively through performances, including solo and ensemble pieces.

EYFS:

The most relevant early years outcomes for music are taken from the following areas of learning: Understanding the World and Expressive Arts and Design.

Understanding the World/Technology

- ✓ To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design/Exploring and Using Media and Materials

- ✓ To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design/Being Imaginative

- ✓ To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

KS1:

Pupils will 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.

The teaching of music in Priestley at KS2 will provide opportunities to follow a “First Access” approach.

KS2:

Pupils 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.

Pupils should be taught to:

- ✓ 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.

Planning

EYFS:

- ✓ Planning will be recorded on medium term plans by the class teacher. Planning will be undertaken with a degree of flexibility to enable “in the moment” planning during child led learning within well-resourced areas of the classroom. Singing, music and chants will be woven into daily activities.

KS1/KS2:

- ✓ Planning will be recorded on the medium-term plan by the class teacher
- ✓ Planning will work through the intended Curriculum Learning intentions unit by unit as laid out by Cornerstones and supported by the music program Charanga.

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.

- ✓ Differentiation of Resources
- ✓ Differentiation by Task
- ✓ Differentiation by Support
- ✓ Differentiation by Response/Outcome

Resources

Charanga Music scheme will support the teaching and learning of music across the school in addition to Cornerstones.

Marking & Feedback

Feedback is given verbally during the artistic process. Next steps will also be provided verbally and will be necessary if the topic being taught follows a series of sessions that are linked together.

Assessment

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

Every other term (2, 4 and 6), pupil conferencing will take place to assess the learning and understanding of children from both KS1 and KS2 classes. Supporting evidence will be recorded either through photographs or video in the subject folder.

Equal Opportunities

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley school, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

Safeguarding Statement

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

Review

ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES

Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.