



Edward Feild Primary School MUSIC in a Nutshell



RESEARCH	Involvement in playing and singing music is thought to teach basic skills such as concentration, counting, listening, and cooperation while also promoting understanding of language, improving the ability to recall information, and creating an environment more conducive to learning in other areas. (Woodall and Ziembroski, 2002)
VISION	At Edward Feild School, we aim: <ul style="list-style-type: none">• to develop children as enthusiastic performers, composers and music historians.• to enable children to regard their love for certain musicians, musical genres and pieces of music as an integral part of their identity.
CURRICULUM	<p>At Edward Feild Primary School, we ensure our music lessons cover the skills required to meet the aims of the National Curriculum. We encourage children to experience a wide range of musical styles, develop their own musical tastes, and respect each other's artistic opinions.</p> <p>Music is for everyone. We show how music contributes to ordinary and special events, enhances messages and can affect the mind, by incorporating music into other curriculum lessons and into assemblies, concerts productions, and by taking part in musical events with other schools. This also gives children an increasing sense of the way music can build up a sense of shared emotional experience in small groups, whole classes, the whole school and the wider community.</p> <p><u>Listening and Responding</u> We teach children to listen carefully to music so that they can notice, describe and compare instruments, textures, pitches, rhythms, and musical styles.</p> <p><u>Performing</u> We promote practical musicianship by developing skills on a variety of instruments (including the human voice) and the reading and writing of increasingly advanced and precise notation.</p> <p><u>Composing</u> We teach children to compose their own music, we allow them to improvise and encourage them to match the musical style of the music that they have been hearing and performing.</p>
IMPLEMENTATION	<p>Music fosters team working. We use music to develop a team ethic by expecting children to sing in large groups and perform and compose in small groups. The singing lessons are nearly every week.</p> <p>In Reception, Year 1 and Year 2, most single-class lessons are taken either from Music Express or from the online Charanga Music School. When possible, the themes of the lessons or sequences of lessons are related to the general topics of the term.</p>

	<p>Use of Music Express and Charanga Music School continues in Year 3 and 4, and to this we add the learning of instruments: 2 terms in one year on glockenspiel; 4 terms in one year on recorder. We have also created a sequence of lessons about the great composer Beethoven.</p> <p>Year 5 receives First Access whole-class instrumental lessons on strings from Oxfordshire County Music Service.</p> <p>Music improves learning skills. We take opportunities to incorporate music into lessons in other subjects. Music encourages creativity. We ensure that children have opportunities to make their own decisions about music (by improvising and composing).</p> <p>Music builds life skills. Like in English, maths, DT and science, some of our music lessons require children to meet challenges not only showing awareness of Success Criteria but also with certain restrictions. This contributes to the life skill of making a lot out of a little.</p>
<p>LEARNING ENVIRONMENT & RESOURCES</p>	<p>Music is for life. Music is made part of everyday life in the following ways:</p> <ul style="list-style-type: none"> • we frequently sing in assembly. • writing and other quiet tasks are often done with orchestral music on in the background as some children’s minds respond well to this. • grammatical rules, multiplication tables and other concepts are sometimes taught in song. <p>Music is fun. Music is also the main form of expression or a major part in these events:</p> <ul style="list-style-type: none"> • Outdoor Harvest Festival (in October). • Reception Christmas Production. • Year 1 and Year 2 Christmas Production. • Year 3 to Year 6 Christmas Carol Recital. • Year 3 and Year 4 Production (in March or April). • Year 5 and Year 6 Production (in July). • Talent Show (in July). • Leavers’ Assembly.
<p>ASSESSMENT</p>	<p>All children in the school are encouraged to talk about their musical knowledge, skills and understanding. Working through any unit of work, teachers use their judgement to decide whether most pupils are ready to move to the next scheduled lesson or whether revision is required. Also, skills in previous lessons are frequently checked at the beginning or ends of lessons.</p> <p>Many lessons include tasks that incorporate a variety of the skills that have been taught and are used for summative assessment that informs reports.</p>
<p>FEEDBACK</p>	<p>Verbal feedback by teachers – teachers model focus on Success Criteria and use of technical vocabulary.</p> <p>Verbal feedback by pupils (Peer assessment) – children use Success Criteria to help their peers identify next steps in their learning, explaining why with use of technical vocabulary.</p> <p>Self-assessment – children use Success Criteria.</p>

IMPACT

Children will leave Edward Feild School:

- as confident communal singers who adapt their voices to suit the purpose and audience for the occasion and the style of the composition;
- as enthusiastic instrumentalists who are willing to keep on trying more instruments for the first time;
- with deep awareness of the way music fits into wider culture;
- with some understanding of the ways in which music and wider culture have shaped each other historically;
- able to name significant musicians from a variety of cultures and periods;
- able to comment perceptively on a variety of aspects of music that they hear;
- with a desire to continue to create their own pieces of music for themselves and others to perform, and with the ability to represent on paper the music that they create.