



Music at Robert Le Kyng

Purpose and Aim

At Robert Le Kyng, we ensure these inter-related dimensions of music are included in all our musical activities;

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

This vocabulary can be found displayed throughout the school and is clearly built progressively into each unit.

Intent

At Robert Le Kyng, we firmly believe that all children can achieve in music. We should master Music to such an extent that they can go on to study music at a higher level and make use of music effectively in their everyday lives. Our children will be taught music in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of dimensions of music in a way that will enhance their learning opportunities, enabling them to use music in a wide variety of contexts, ensuring they make progress. We also believe that listening to and participating in music brings joy to our pupils and can have a positive impact on their mental health and well-being.



Implementation

All children will have access to music curriculum lessons following a curriculum developed specifically for the school using elements of the Charanga scheme. Songs and resources from 'Sing Up' and direct instrumental tuition from peripatetic specialists will supplement this. The curriculum is delivered regularly by the class teacher through carefully planned and progressive units of work.

Throughout the individualised scheme, the inter-related dimensions of music are all covered in different contexts. The Model Music Curriculum was used in the development of this scheme and it allows for clear progression and an aspiration that all children are musicians. A specialist tutor is involved in providing music provision for children with SEND.

Opportunities for performance of both rehearsed pieces and children's own composition are written into each unit. This could be to another class, year group or to parents. Each class will perform to the rest of the school and their parents during their class assembly.

Children who have already achieved a higher level of music competence than that expected of their year group (i.e. through instrumental tuition) are catered for. Charanga offers opportunities to incorporate further instruments into each unit so this should be used as the first option. If this is not sufficient in challenge or content, the subject lead should be consulted. There is a musical ensemble run by a specialist tutor to help these children to develop further.

Other musical activities include;

- Participate in Key Stage singing assemblies – songs are planned progressively so children develop singing in parts and harmonies.
- Participate in a class assembly to be performed to parents/school community which includes an element of singing and playing of instruments.
- Be given the opportunity to perform as part of a large choir in the Swindon Voice festivals (Years 1-6)
- Be given the opportunity to learn an instrument in school using teachers from the Swindon Music Co-operative
- Watch at least one live performance per year from a roadshow



- Learn an instrument taught by a music specialist in KS1 and KS2 (usually Year 4)

Impact

Our children enjoy and value music and will understand and appreciate the value of music in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in music is demonstrated through regularly reviewing and scrutinising children's work to ensure that progression of skills is taking place. Namely through:

- Annotation of the assessment sheet for each unit – most children will be working at age-related expectation. A note should be made of children working above or below this and any stand out moments.
- Video of the performance at the end of each unit
- Foundation Subjects Tracker –completed twice yearly, using the evidence gathered from end of unit assessments.
- Information about children who learn an instrument outside of curriculum lessons will be used to plan lessons (see above) and this information will be passed to the next teacher.
- Yearly scrutiny by the subject leader to monitor planning and delivery of the curriculum including talking to pupils about their experience of music.

The music curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work using and understanding subject specific vocabulary, and sharing their work with others.

Progress will be shown through outcomes and through the important record of the process leading to them.