

Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education.

Yo-Yo Ma

Furneux Pelham School Curriculum Statement of Intent, Implementation and Impact

Subject: MUSIC

Subject Leader: Louise Foley

Intent

We value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. Our aim is to provide a music curriculum that makes music an enjoyable learning experience. Our curriculum encourages children to participate in and enjoy a variety of musical experiences such as singing, composing and performing, through which they can build their confidence. We aim to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. Lessons enable children to develop their skills, appreciate a wide variety of musical forms, and begin to make judgements about the quality of music. We recognise that music plays an important part in helping children to feel part of a community, and so we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience.

Implementation

Music teaching at Furneux Pelham is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following; games, songs, musical challenges(including pulse and rhythm), listening to music and appraising, playing a range of musical instruments, performing and sharing, finding the pulse and composing or improvisation. Open ended tasks are provided that can have a variety of responses.

The Charanga scheme of work is used from Year R - 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum.

We offer a mixture of teacher and highly skilled teaching assistant taught lessons.

Each class is named after a famous composer and as part of their music learning children will listen to and become familiar with the work of each composer. This may be through music used in assemblies or in class lessons. They also learn about the lives and times of the composer. The older children also learn about the lives and music of a wider range of composers linked to the music heard in assemblies.

Performance is an important aspect of music at Furneux Pelham. EYFS and KS1 children participate in a nativity performance and all children from YR to Y6 have a role in our summer performance. They also take part in Harvest Services, singing assemblies and carol concerts. Pupils who are confident are also encouraged to perform in special music assemblies. Parents are invited and welcomed to watch all of these performances. Furthermore, to see first-hand how music performance can be engaging and fun we arrange an annual pantomime performance by West End in Schools theatre company.

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 music teaching by being offered the opportunity to learn a musical instrument with peripatetic teachers. Instruments in the past have included: guitar, keyboard, recorder, flute and voice. Pupils that learn a musical instrument have the opportunity to sit examinations.

Impact

By the time children leave our school they will have:

A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.

Very good awareness and appreciation of different musical traditions and genres.

An understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.

The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.

An enjoyment of music, in as many ways as they choose- either as listener, creator or performer.