

## Our teaching approach to music.

### Intent

*At Banks Lane Junior School we intend to give all of our pupils a wealth of musical experiences, skills and knowledge through the provision of a high-quality curriculum and extracurricular opportunities. This gives all of our pupils the chance to express themselves through singing, composing and, playing an instrument and to pursue their musical interests in our school and beyond.*

#### 1. The Curriculum: What do we teach, when and how?

**Lessons-** We use a whole class music approach of four, 60-minute lessons per half term. We listen to, appraise and learn to make music together as a class. Teachers model each skill before giving a wide range of opportunities for our learners to study and make music together. We revisit and review our key concepts of rhythm, listening and appraising, singing, performing and composing. We teach music vocabulary, linking learning across the curriculum. We use resources to support the development of our musical skills and knowledge.

Each half term, we focus on a new, exciting listening and appraising topic to provide a wealth of knowledge on a wide range of musical genres and cultures.

Study pieces have been selected to cover a diverse range of cultures, religions and themes. We also sing together as a whole school for half an hour each week, throughout the week in our classrooms, and offer a range of musical experiences and opportunities for private musical lessons. Children have the opportunity to attend Fosbrook Juniors – a folk club – as an extra-curricular activity.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Rhythm Music through the ages Jules in the Stone Age The Jaws Eggs and Eggs in Music!	Christmas Performance in school	Ukulele	Ukulele	Composition	Band Jam
Year 6	Rhythm Music through the ages Jules in the Stone Age The Jaws and The Eggs in Music!	Christmas Performance in school	Ukulele	Ukulele	Composition	Band Jam
Year 7	Rhythm Music through the ages Jules in the Stone Age The Jaws and The Eggs in Music!	Christmas Performance in school	Keyboard	Keyboard	Composition	Band Jam
Year 8	Rhythm Music through the ages Jules in the Stone Age The Jaws and The Eggs in Music!	Christmas Performance in school	Keyboard	Keyboard	Composition	Summer Performance (in school)
Singing Assembly	Autumn Songs	Songs of Remembrance	Christmas Songs	Songs of Light	Our Local Area	Our Earth
Listening and Appraising	Pop Music	Western Classical Traditions	Western Classical Traditions	World Music	Pop Music	Western Classical Traditions

A singing school is a  
happy school.

**Singing-** We encourage all of our learners to sing as a community and sing for pleasure. We have weekly singing assemblies where we learn to sing a wide range of songs that we perform as a whole school. Our singing repertoire contains a wide variety of diverse, exciting and inclusive songs including using sign language. Performance events in school include our Christmas carol concert and our music concerts where we celebrate a love of music and get the chance to demonstrate our singing.

**Listening and appraising-** We encourage pupils from to use their music knowledge and skills to critically listen to a wide range of music and appraise it by making decisions on instrumentation, tempo, dynamics and mood. This gives our pupils an insight into different genres, musical cultures and what makes each style effective. We use a bespoke scheme created by The Stockport Music Service.



**Performing** – Performance is at the heart of music, as it pulls together all of the elements and skills and knowledge taught throughout the subject. Performance gives learners a chance to express themselves, develop confidence and resilience. We are proud to offer courses on the ukulele, keyboard and a range of percussion instruments as part of the music curriculum. These lessons are taught to the whole class and the instruments are provided by school. The children receive one term of tuition on a specific instrument per year. In addition to the whole class lessons, private lessons are also available on the ukulele, guitar, keyboard and violin from a range of professional tutors.

**Composing** – Composing is where our pupils have the opportunity to express themselves by creating their own music. Our learners make creative decisions about rhythm, tempo and dynamic range, melody, and instrumentation. We give our learners the skills to notate their music on a score and use appropriate technology to record their ideas. This gives our learners an insight into what goes on behind the scenes in the music industry and exposes them to a range of musical careers.

## **2. SEND, inclusion and adaptive practice**

We want all of our learners to be part of music sessions, where they get a chance to truly express themselves no matter their background or ability. As in all subjects, teachers work hard to remove barriers to learning. Some examples of how we achieve this in music are:

- ❖ Targeted questioning and an adaptation of learning tasks.
- ❖ Teacher modelling allows all pupils to hear and see what 'good' music skills sound and look like.
- ❖ The use of visuals and actions to support the learning of music specific vocabulary.
- ❖ Adapted instruments and resources to allow all of our students to access music lessons.
- ❖ A clear and set lesson structure which is broken down into small manageable chunks.
- ❖ Lots of collaborative learning opportunities where our learners can aid and stretch each other.
- ❖ Multisensory learning opportunities.

Learners are challenged by encouraging them to extend thinking, especially when answering our listening and appraising questions, when composing and when perfecting their performances. Teachers model each musical skill before giving learners an opportunity to practice and develop their skills.

## **3. What would you see in the classroom?**

Whilst each classroom is naturally different and each year group studies different musical genres and styles, there are clear consistencies across the school and year groups. Every class has the opportunity to use our well-resourced music room where the vocabulary taught and children's work is displayed and referred to in order to revisit and review. Every music lesson across the school follows the same format: we share the lesson objectives and steps to success, revisit and review subject specific vocabulary, listen to and appraise a piece of music, study a specific element of music, apply that skill and check our understanding and how successful we have been.

Classes use music and songs across the school day as transitions and as part of their lessons across subjects. We not only use music as a cross curricular tool but encourage our learners to listen to music for pleasure and to make their own decisions and encourage conversations about what they like and dislike in a respectful manner.

In the classroom, you will see success as well as failure, and the children gain important skills of how making mistakes allow us to learn and learn more meaningfully.



#### **4. Assessment: How do we know how the children are doing? How do they know?**

Teachers gain a strong understanding of the pupils' musical ability through constant on the spot feedback. After completing a task, pupils are provided with R+R (read and respond) tasks to answer in order to move their learning forward.

Each term teachers assess the skills and knowledge that pupils have been working on. We evidence progress through half-termly videos which the students can access in order to review and reflect on their own progress.

#### **5. How does our music Lead monitor, evaluate, and improve the teaching of music across our school?**

Our music lead uses the national 'Model Music Curriculum' to ensure we are teaching music in the most up-to-date, effective, research-driven way. The music lead attends local authority network days where sharing of 'best practice' is brought back to school in order to ensure the quality first teaching of music. The music lead observes teaching across the school and talks to pupils with their books, about their work and learning.



#### **6. Cross curricular links, enrichment and the community**

We explore the music and traditions of lots of different cultures and religions through our listening and appraising topics but also explore lots of different cultures when exploring instrumentation and different genres of music. Pupils are taught to value and respect differences in cultures and live by our British Values. We support this in the music curriculum by supporting different cultural and religious festivals such as learning to play the tin whistle, Irish dancing and singing a traditional Irish song on Saint Patrick's Day or dancing to Bhangra music in P.E. Pupils also have the opportunity to see a variety of live musical acts during assembly once a term.

