

How we teach Music at Anglesey

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Our School Vision:

Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

1. Subject Vision Statement

At Anglesey, we focus on developing the children's musical skills, knowledge and understanding, in order for them to be able to become confident performers, composers and listeners. We aim for our children to experience real life as a musician or performer and to provide them with the skills to be flexible, creative and adaptable and have high aspirations for the future and to continue to enjoy and embrace music in their lives.

We encourage, develop and inspire creativity and self-expression through listening, singing, performing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres.

All children are taught performance, composing and listening skills using a variety of instruments (djembe, recorder, keyboard, Ukulele and voice) by a specialist teacher.

They will gain an understanding of music notation through the performance and composing tasks for the instrument that they are learning. Through music, our curriculum helps children develop transferable skills such as team- working, leaders, creative thinking, problem-solving, decision making and presentation and performance skills. These skills are vital to children's development as learners.

Anglesey is a Music Mark school where we hope to cultivate a life- long love and passion for music through the exposure to many musical experiences within school and in the wider community with professional musicians such as the Welsh National Opera, Birmingham Symphony orchestra, Young Voices and Birmingham Music Services and that these opportunities make a difference in their lives, and help them to grow in confidence, perseverance and resilience.

2. Subject Implementation

The Music curriculum is taught by a music specialist. Our curriculum ensures that the children sing fluently, expressively and creatively, play tuned and untuned instruments accurately and musically with control, listen with concentration and understanding and recognise and name the interrelated dimensions of music (pitch, duration, tempo, timbre, structure, texture, dynamics and rhythm and use these expressively in their own improvisations and compositions), perform in solo and ensemble contexts and evaluate their own and others' performances, developing an understanding of the history of music.

The children have engaging and enriching opportunities to develop these skills in weekly singing assemblies, various concerts and special assemblies throughout the year, group lessons in keyboard, violin, recorder, tabla and ukulele and classroom lessons, where they all children learn to play an instrument (tuned or untuned) using music notations as a large group and in smaller groups. The recorders, violins, and keyboards create the orchestra and rehearse together once a week to form a large ensemble. Each group are given differentiated parts, linked to their progress and understanding in order for the group to create a confident performance within the group.

The Anglesey scheme follows a spiral curriculum model where previous skill and knowledge are returned to and built upon. The children are given more complex tasks as they progress, (activities drawn from a wide range of styles and traditions), developing a deeper understanding of musicianship and knowledge of musical notation, interrelated dimensions of music and music history and much more. Lessons are 'Hands-on' and incorporate movement. The children are encouraged to rehearse and share their performance to the class using music vocabulary to evaluate each performance.

In PPA sessions, Year 1 start off with the djembe, where they learn rhythmical notation through the use of rhythm words played over a pulse using a backing track or piano improvisation. Songs are used to incorporate an understanding of how rhythms can be added to enrich the final outcome. In Year 2 the children start to develop their knowledge of melody and rhythm applied to an instrument: the recorder through Charanga recorder scheme. They continue to develop and build their knowledge through performance and composing activities into Year 3 where they are introduced to more notes on the recorder and more challenging rhythms. In Year 4, the children are exposed to a new instrument, the ukulele, where they develop their knowledge of how music is constructed through texture (building on melody and rhythm). They learn how to strum chords and pluck melodies whilst singing melodies through the charanga scheme and other resources such as ukealiens. In Year 5 and 6, the children are introduced to another new instrument and are always building on their previous knowledge. They are able to work in pairs and develop their understanding of how music is put together by playing bass lines with melodies, chords with melodies and adding backing rhythms and developing their understanding of timbre and how it affects the overall style of the music. Throughout the 6 years the children are developing their accuracy of rhythm and pitch in their voice, breath control and musical expression through more challenging songs. By the end of their time at Anglesey, the children have learnt to play a variety of instruments with understanding and knowledge of notations associated with that instrument and have been exposed to many different styles of music.

3. Meeting the aims of the National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils: ☐ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ☐ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ☐ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

3. Meeting the aims of the National Curriculum

In Key Stage 1:

Key stage 1 Pupils should 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.

In Key Stage 2:

Key stage 2 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.

4. KS2 Curriculum Topic Overview

Year 1	Music through Percussion, Djembe and song. Performance, Composition and listening skills. Consolidation using more challenging and more complex songs, instrumental pieces and composing techniques.
Year 2	Learning Music through percussion, Song and recorder. The children start to read music for the notes B and A and G on the recorder. Consolidation using more challenging and more complex pieces and composing techniques. The children continue to learn the recorder notes B and A, G, E and start to play and sing in musical phrases.
Year 3	Learning music through song, percussion instruments and recorder. Continuing to develop reading of music through more complex rhythms with the notes B,A,G,F,E,D, high C and to start evaluating their own performances. Consolidation and continued improvement (rhythm, fluency, and accuracy of pitch) through the use of more complex and challenging pieces.
Year 4	Learning music through Song, Ukelele and percussion instruments. The children start to read tab for ukulele and chord symbols of C, F and Am and G and apply them with an awareness of the melody and rhythm of the pieces. Consolidation and continued improvement (rhythm, fluency, and accuracy of pitch) through the use of more complex and challenging pieces. composition (voice and ukelele) of a topic of their choice using and applying the knowledge already gained.
Year 5	Learning music through song, percussion instruments and the keyboard. The children continue to develop their musical skills through reading notation from the treble clef through simple melodies performed on the keyboard developing their knowledge of pitch, rhythm and duration, tempo, texture and silence through rests. Consolidation and continued improvement using more complex songs, instrumental pieces and composing tasks. They continue to learn the importance of ensemble techniques (paired work and class performances) and good listening skills.
Year 6	Learning music through Keyboard, song and percussion. The children continue to read treble clef (melody) and bass clef (chords or bass line) learning the importance of ensemble techniques, good listening and evaluating skills in order to perform a piece together. Consolidation using more challenging and complex pieces helping the children to be more aware of how a song is put together through performance, listening and compositional tasks playing fluently in phrases and accurately in notation and rhythm.

5. Subject Impact

High expectations from the children and teachers help the children's performances at special assemblies, to be at a good standard. The choir, orchestra and small ensemble groups enjoy performing to their peers, parents and teachers. This displays a clear impact from music in the school.

The impact of Anglesey's Music scheme can be monitored through both formative and summative assessment opportunities. There is always a performance element where we are able to make a summative assessment of the children's learning. Samples of work are collected in files and folders to evidence progress across a school year and year groups. Our Music lead tracks progress through the skills using an assessment tracker. Age related expectation levels are reported to parents at the end of each year. Summative assessments take place throughout the year and informs future lessons, ensuring children are challenged and supported appropriately. The children should leave Anglesey equipped with a range of skills that will enable them to succeed in their secondary school.

The children thoroughly enjoy the creativity of the subject and become much more confident individuals. Music helps to sharpen your memory, offers a creative outlet, teaches discipline, helps children to perform better in other subjects, fosters teamwork, develop analytical and evaluative skills.

Anglesey is an accredited school with the Music Mark award because we are committed to providing a high-quality music education.

6. Music Lessons



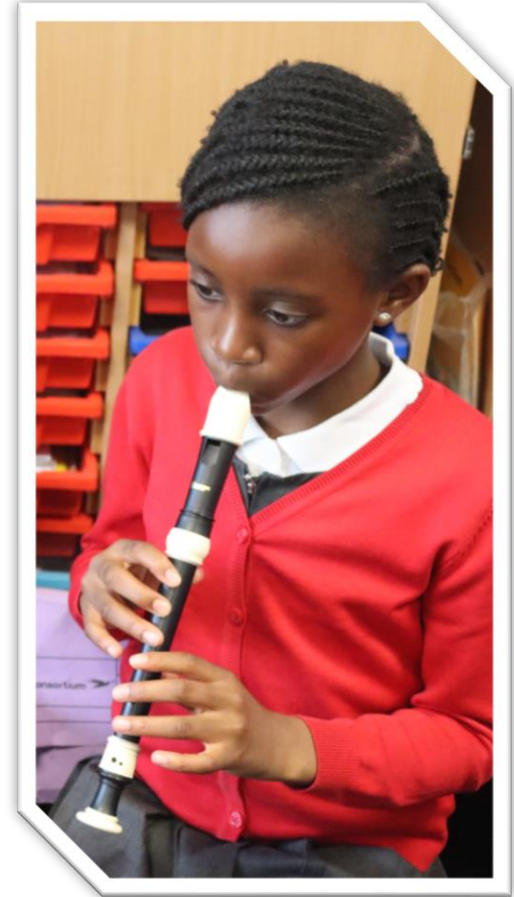
7. Pupil Voice

Year 5 Pupil

A is higher and F is lower. They have different pitch. After you have practiced a while you remember the notes.

Year 5 Pupil

I like hearing the music. Whilst I perform, I feel nervous, but at the end I feel like I've accomplished something



7. Pupil Voice



Year 3 Pupil
Mrs Sands makes it even harder
if you find it easy. She adds to
the songs. I like the challenge!

Year 3 Pupil
You have to use hand eye
coordination to play an
instrument.

Year 5 Pupil
If you play fluently you can
hear the melody.

