



Music

OUR CORE AIM FOR MUSIC

Our core aim is that children will develop a love of music and learn to express themselves in creative ways.

What do music lessons look like at Swiss Gardens Primary School?

Music lessons can take many forms, including listening and responding, singing, composing, playing, improvising, performing or any combination of these elements. Children are able to use untuned and tuned percussion instruments to express themselves. Lessons involve class and small group work as well as individual learning. As the children grow up through the school, they learn to read and write stave music which gives them the ability to explore and learn any instrument in the future.

Children's music lessons are timetabled and are taught in blocks across the academic year.

At Swiss Gardens, we have many peripatetic teachers so that children have the opportunity to learn the piano, guitar, ukulele, saxophone, bass guitar and voice. These lessons take place in our dedicated music room where we have a variety of instruments and resources.

In music lessons, we would expect any observers to see:

- Discussion and expression
- Curiosity for and desire to explore the musical world
- Varied resources, depending upon the learning taking place each lesson
- Awe and wonder
- Use of drawings, diagrams or notation
- Performance; an increase of confidence, competence and enjoyment
- Raising of questions
- Teamwork
- Explicit exposure to new vocabulary
- An interest in and awareness of different cultures, styles and genres of music
- Learning in line with the age-expectations set out by the national curriculum in conjunction with our school progression document

What does the children's work look like in music?

As children's work in music is often practical and aural, we use iPads to record their compositions and performances. This enables the children to listen back and evaluate their work and allows us to see their progression through the school.

Some work is recorded in topic books, including children's drawn/written responses to pieces of music they have listened to and notation (both stave and non-standard) for pieces they have played or composed. This shows their individual level of independence as well as providing evidence of their growth of understanding.

How do the teachers plan for music?

First and foremost, the teachers are always striving to deliver – and for children to achieve – age appropriate expectations, adhering to national curriculum requirements in conjunction with the school's music progression document.

It is vital that music is planned as a progressive subject throughout the children's time at the school, building on and making links with previous learning. To ensure this, teachers follow the school progression document in all areas of music. Music is planned discretely, where appropriate, or with links to other subjects and topics.

Music is always planned in the best way to enable the best learning and these decisions are made by the year team teachers, under the guidance of the music subject leader as necessary. As a school, we often use SingUp, a curriculum and resource website, to plan and teach music.

How does the school know whether children are making good progress and attaining high standards in music?

The music subject leader (supported by SLT as necessary) monitors provision, progression and attainment e.g. via planning check-ins, lesson check-ins (observations), book looks, pupil interviews and teacher interviews.

What happens if a child is finding music difficult?

We use a “mastery” approach to music, which means we are always striving for the vast majority of children to attain the same age-expected standards of learning at the same rate as each other. However, some children find music learning, particularly composition and notation, more challenging than others. For these children, the subject is made accessible through varied teaching approaches and differentiated expectations, with plenty of discussion to which all children may contribute. Adult support and scaffolding is provided to ensure each child's musical understanding is still effectively shared, in order for adults to properly know each child's true ability in this subject.

What happens if a child is achieving very high standards in music?

Where children are attaining particularly highly in music, teachers extend their knowledge further through higher level questioning and/or task expectation. The teachers deepen these children's knowledge so that their learning does not “stand still”.

Teachers are aware of those children who are already learning to play an instrument, either in or outside of school. They stretch those children to achieve at a higher level and incorporate their learning into their work in the classroom. These children are also given the opportunity to perform for the school community in assemblies and performances, where they can demonstrate their skills individually and sometimes in small groups.

How do opportunities for music extend beyond each year group's lessons?

We recognise that it is important for children to experience live musical performances and seek these out wherever possible. The children at our school enjoy giving regular performances for the school community, including harvest assemblies, Christmas carol concerts, nativity plays, class assemblies and the Year 6 production each summer.

Our school offers piano, guitar, saxophone, voice and ukulele lessons through peripatetic teaching. We also have a school choir for Key Stage Two with space for 30 children to explore their love of singing and build on their use of technique. They have the opportunity to perform at each Christmas and summer fair and enjoy performing for local care homes at Christmas. We also have a harmonica club that takes place in the music room after school each week and a successful samba band (for upper Key

Stage Two) which performs at the Brighton Children's Parade each year, as well as at the school Christmas and summer fair.

Is there anything else parents can do to support the learning in music?

Children may continue to learn about music at home, through instrumental lessons and experiences including theatre trips, concerts or festivals. These are excellent opportunities and are encouraged and celebrated in the classroom. Parents can encourage children's musical abilities by singing nursery rhymes and songs with them from a young age. It is also important for parents to show their children a wide range of musical genres, including classical, jazz, rock and world music, to help them develop their own preferences and opinions.

Who to contact

If you have any questions you would like to ask about music, please do not hesitate to contact the office (office@sgprimary.co.uk), or your child's class teacher. Music curriculum lead: Mrs McManus