



Music

'At Ellington Primary School, in music, we explore a range of different musical genres which allows us to create melody, harmony and rhythm.'

Music Overview

Music is one of the performing arts that has the most impact and influence on our daily lives and provides an outlet for creative expression in every sphere of society. At Ellington Primary School, we recognise the importance and value of music and aim to reflect this in our curriculum. For many years, we have provided regular opportunities for children to learn the skills required to play a musical instrument via external teachers, with high quality lessons in the classroom laying the foundations of music theory and allowing opportunities for musical appraisal and discussion, as well as exploring composition. We regularly try to take groups of children outside of the school environment to perform for a range of audiences, developing the children's confidence.

In classroom music lessons, teachers expose the children to a wide range of music that they can listen to and appraise. They participate in a range of activities to develop particular music skills, including singing, improvising and composing alongside their classmates.

We cover the statutory aims of the National Curriculum for music, which can be found [here](#).

Music: Intent, implementation, impact

Intent

Our music curriculum is underpinned by our curriculum drivers:

Aspirations

We constantly strive to raise aspirations through our music teaching. Participating in high quality music teaching can help children realise their creative potential, and their ability in music is not held back in any way if they feel less confident in more traditionally 'academic' subjects. All children have a chance to shine when demonstrating musical skill, and the fact that we provide whole class tuition in musical instruments free-of-charge to the pupils means that musical development is not linked with economic standing and is open to all.

Wider World

Exploring and discussing music is a hugely accessible way to discover a wealth of information about different countries and cultures around the world, as well as giving us an insight into historical and culture changes over time. Each of our units of work involves listening to and appraising music in various genres, and by the time they leave year six, pupils will have been exposed to a huge variety of musical traditions. All of this aims to broaden the children's horizons and give them an insight into the wider world, developing tolerance and encouraging respectful sharing of views and opinions.

Independent Thinking

Through the music curriculum, children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills. These skills are vital to children's development as learners and as independent thinkers. They also have a

wider application in their general lives outside and beyond school, where we hope that pupils from Ellington show confidence in themselves and high levels of independence as they move through the school.

Implementation

At Ellington Primary School, we carefully integrate a comprehensive scheme of work ('Kapow') with instrument tuition across different year groups provided by Music Partnership North, with whom we work closely over the year.

Weekly music lessons

In each Kapow lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements as well as making cross curricular links with other areas of learning.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

External music teaching

Our year 4 children replace their usual weekly music lesson with cornet tuition as a group. This fantastic opportunity gives them a year's worth of instrument tuition free of charge and allows them to apply all of the understanding of music that they have built up during Early Years and Key Stage 1 in a practical, visible way. They can then continue this learning in years 5 and 6 as part of the 'mini-band' dinnertime club, where they can branch out to different brass instruments and gain opportunities to play outside of school.

Performance opportunities

Children at Ellington Primary School are given frequent opportunities to demonstrate their musical skill as part of group performances. This happens on a small scale at the end of 'Kapow' units, where children perform to each other or have videos recorded and shared at home. Periodically, parents are invited into school to hear the children's progress, particularly when they have been working hard to learn the cornet. Through the year, the pupils also prepare songs to perform as part of Harvest or Christmas performances. Children are offered opportunities to perform out of school as and when opportunities arise, whether through events organised at local venues such as the Glasshouse in Gateshead or performing at the Ellington Ladies Club Christmas dinner event.

What will I see if I visit a music lesson at Ellington?

Knowledge Check: An opportunity at the start of the lesson to revisit prior learning to support with the recall and retention of key knowledge as well as addressing misconceptions.

Creative Quality First Teaching: Teachers use and adapt the 'Kapow' units of work to ensure that they are delivering high quality and inclusive music teaching for all children in their class. SEND pupils are supported by strategies specific to music lessons, such as one-to-one demonstration of skills and visual aids. Children take part in regular paired and group tasks which stimulates classroom dialogue, articulation of concepts and development of shared understanding.

Clear Instruction: Children are supported in each stage of learning via clear instruction from the teacher. Musical vocabulary, particularly the terms included in the 'interrelated dimensions of music' are introduced gradually and in a range of practical contexts, ensuring thorough understanding as the children move through the school.

Skilful teacher questioning: Teachers use effective questioning to uncover misconceptions and address them as they occur.

Work we are proud of: Children are encouraged to perform confidently and enjoy sharing their progress and skills with classmates. Music lessons are often focussed on a performance element which is sometimes shared with parents, adding to the children's pride in their achievements.

Creative, safe and supportive environment: Children and adults work together to make classrooms safe and happy places to be. Mistakes are celebrated and seen as opportunities to learn. Children are reminded of personal safety and risk assessment. We use the Zones of Regulation to support children in making positive choices around their behaviour and refer to class charters and school rules.

Links to our curriculum drivers and school values: Wherever possible, teachers highlight links to curriculum drivers and school values so that children recognise their importance and support their learning, for example links may be made to careers.

Lock It In: Completed in the plenary, this activity is an opportunity to assess key learning from the lesson and is used to support future planning.

Impact

The impact of our music curriculum on the learning of our children is measured using formative assessment throughout the year by teachers. Kapow lessons include guidance to support teachers in assessing pupils against the learning objectives and there is a short quiz for pupils to complete to demonstrate new subject knowledge. At the end of each unit there is also often a performance element where teachers can also make a summative assessment of pupils' learning. Teachers carefully consider the objective of each lesson and whether children have successfully met enough criteria to have shown that they have grasped an area of the curriculum. Children are encouraged to evaluate their own musical understanding and how confident they feel during self-assessment activities. More broadly, the impact of the music curriculum is shown through the children's confidence levels and in their self esteem. Fully partaking in effective music teaching allows children to be creative and innovative, and having frequent opportunities to perform helps them to understand their potential as musicians and builds confidence which can influence many spheres of life. Being exposed to such a wide range of musical traditions broadens the children's horizons and they learn to appreciate and understand cultures from around the world, increasing their understanding of the wider world and their empathy. Children's musical understanding will be evident in speaking to them, as they show pride in what they have learnt and understanding of key aspects of the music curriculum.