

Gillespie Primary School



Curriculum Intent, Implementation & Impact Music

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Curriculum Intent

At Gillespie we share the view of the national curriculum that '*music is a universal language that embodies one of the highest forms of creativity*'. We are committed to providing a high quality music education which engages and inspires all of our children throughout their education at our school. To that end we have committed, since 2008, to employing a specialist music teacher to teach all of our classes' music lessons from Nursery to Y6, We believe music is important and valuable both in its own right and also due to the wider benefits that music making and practise is linked to. Skills such as 'concentration, phonemic awareness, literacy, memory and academic achievement' (1) are a fundamental part of music making.

Our aim is to instil fundamental musical skills and attitudes in pupils which can form the foundation of future musical learning and, more generally, an appreciation of the arts and the ability for pupils to express themselves creatively. All children are innately musical in varying degrees and can build upon their musicality by being given opportunities to sing, dance and play instruments in front of others.

At Gillespie we have developed a musical culture which pervades our whole school atmosphere. As well as music lessons, instrument tuition for *all* children in the juniors and singing assemblies, children all sing together in whole school assemblies and can be heard singing together in the playground at playtime. We aim to celebrate different cultural and religious identities by learning about the music of various cultures and singing cultural songs to mark celebratory days in the calendar.

Implementation

All children take part in music lessons lead by our specialist music teacher and additionally an instruments teacher works with our specialist teacher one day a week to provide individual, group and whole class instrument learning to all children in Y4, Y5 and Y6. All children have extended music sessions in Key Stage 2 of around an hour weekly. We have a clear progression route in Gillespie where children build on fundamental skills learned in Early Years and Key Stage 1 in order to begin practicing recorder in year 3 and finally their chosen string instrument in years 4, 5 and 6.

We have developed our own flexible music scheme which meets the requirements of the national curriculum and dips into some published music schemes including the Jolly Music scheme for Key Stage 1, the Vamoosh instrumental scheme for years 3 – 6 and some units from the Charanga music scheme. We also allow for flexibility to engage with Musical projects that link to cross-curricular topics or self-contained projects such as Y4 performing a version of the Opera Carmen by Georges Bizet.

In the EYFS we use the Jolly Music scheme which has been designed to build on fundamental musical skills including pulse, rhythm, pitch and dynamics. In the early years and foundation stage children have 30 minutes of focused music learning per week. Children learn basic nursery rhyme songs with actions and are given the opportunity to sing in front of the class in the 'singing chair'. Additionally, children play musical games to support listening and concentration.

In key stage 1 we continue with the Jolly Music scheme, building upon the fundamental skills to include notation reading, more complex rhythms and more challenging songs.

In year 3 all children learn the recorder. Children are given a recorder for the year to take home and are given pieces to practise at home. By the end of the year we aim to have learned to play a number of tunes from the Vamoosh Recorder book 1 using the notes B, A and G.

In years 4, 5 and 6 all children learn either violin, viola or cello. Children are given their instrument to take home and practise. We issue every child with their own Vamoosh book and a practise diary so that children can take ownership over their practise and musical development. We encourage children to use their instrumental skills in other musical activities also such as concerts and composition music units with the music teacher.

Children take part in one singing assembly per week where we practise the songs that we will later sing as a whole school in our whole school assemblies on Fridays. We celebrate different dates in the school calendar by learning topic specific songs. E.g. for black history month we learn key civil rights songs era and more general songs written by Black British and African American musicians. We celebrate different religious festivals by learning songs from different cultures.

The school engages actively with the Islington Music Centre /Hub run by the prestigious Guildhall school of Music and Arts. Through the centre, many Y2 and Y3 pupils benefit from an additional music satellite enrichment session at our school from a music specialist and pupils from Y4-Y6 attend the weekly music hub where they join pupils from other schools to extend their music learning and to perform in ensembles, choirs and orchestras with children from other primary and secondary schools. Pupils have regular opportunities to perform at venues including St Luke's hall, the home of the London Symphony Orchestra (LSO) and have also performed at the Barbican and The Royal Albert hall.

Impact

By the end of their schooling most children have developed a love for music and musical performance including singing and playing an instrument to a high enough standard to enable them to appreciate and understand how music is created through demonstrating knowledge, use and control of: pitch, duration, dynamics, tempo, timbre and musical notation. Children are able to listen to, appreciate and evaluate different musical genres and music from different cultures, traditions and time periods. Children are able to improvise, compose and perform their music for a range of purposes to audiences. Pupils have developed the skills, knowledge and motivation to prepare them to successfully engage with music at secondary school.

Measuring impact of music education

Music is a *performance art* and we carefully and deliberately plan to deliver teaching and learning sequences which have performance outcome opportunities within each lesson with a more polished performance outcome to an audience at the end of a unit. This process provides dynamic opportunities for individual and group *formative assessment* and some manageable summative assessment through observation:

- *Feedback in lessons*

Through careful assessment for learning strategies, our music teacher and strings/ instrument teachers monitor pupils' understanding and progress. Children receive instant feedback through individual, group or whole class feedback throughout lessons from teachers. This feedback is *mostly* in the form of active further scaffolding /instruction/teaching to improve and practice the skill, concept or area of knowledge being taught within the lesson or in the next planned lesson. Research into the '*power of feedback*' (1) supports our view that interventions to bring about improvement need to be as immediate as possible and focused on diagnostic judgement of what the pupil needs to do or be taught by the *expert* to improve. Teachers use their assessments within lessons to help gauge the impact of the teaching, and if they need to provide any additional scaffolding or guidance. After the lesson, the teacher uses the outcomes of their feedback and assessment to help plan next steps in the teaching sequence over a unit of Music.

- *Monitoring of teaching and learning*

- > Lesson observations provide insight into how effectively Music knowledge, skills and concepts are taught to ensure all pupils are able to make progress. Individual feedback is given to

support professional development and a summary of all lessons observed enables the music staff team to share strengths and areas for development to secure improvement in the teaching and learning of Music. Senior leaders also use whole class music performances, the termly whole school music show the solo music performance concert to evaluate the quality of music provision and outcomes.

References

<https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music#fn:15>

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