

Music at The Ryde School

Research

Music has a power of forming the character and should, therefore, be introduced into the education of the young. (Aristotle)

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error. (Plato)

Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects - English, Mathematics and Science. Research suggests that arts participation has a greater effect on average for younger learners and, in some cases for disadvantaged pupils and benefits have been found in both primary and secondary schools. Wider benefits include more positive attitudes to learning and increased well-being.

Music Curriculum Rationale

We have high aspirations for the children at The Ryde and strive for them to enjoy and love music. We aim to nurture their ambitions so they can be the musicians, composers, technicians and audiences of the future. Our core values, *Resilient, Creative, Safe, Ambitious, Respectful*, lay the foundations of these aims. We nurture and encourage our children to develop and grow into their full potential. At The Ryde we all believe that 'From little acorns mighty oaks grow'.

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. (National Curriculum-Music 2013)

We work hard at The Ryde to offer the children:

- Discrete music lessons which are creative, exciting, inclusive, and memorable. They also ensure that children are able to develop their musical knowledge and musical skills.
- The opportunity to learn a musical instrument from scratch.
- Opportunities to perform in school concerts, and participate in local and national projects.
- Opportunities for a range of individual music lessons.
- Opportunities to develop an understanding of different cultures and communities and to be able to appreciate the wealth of music making found locally, nationally and internationally.

Curriculum Intent

The benefits of music education to the child are wide ranging. Music develops imagination, sensitivity, inventiveness, community, and enjoyment. With singing at its centre, the music curriculum is built on the premise that every child has a voice. Through developing the use of that voice a sense of community and achievement are developed. Alongside this composing, performing, listening, self-confidence, memory, wellbeing, communication skills and preparation for performance are developed as skills for life.

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.

Each year group has a curriculum designed around key songs from a wide range of genres. Alongside singing skills children explore pulse, rhythm and pitch using tuned and untuned instruments. The key songs are linked to a musical style and a unit theme which is explored in greater depth. Both musical styles and themes are revisited to ensure that children have a deep understanding of music.

To aid this deeper understanding of music history all children are offered regular opportunities to further explore music through music assemblies, participating in the wider opportunities project and class and key stage concerts. We enrich the children's learning further by participating in local and national concerts.

At The Ryde we believe that it is not just about what happens in our classrooms, it is about the learning that happens outside the classroom and the added value this offers to inspire our children to want to learn.

In the classroom, children learn how to play the glockenspiel and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They learn to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing or appraising music. Composing or performing using body percussion and vocal sounds is also part of the curriculum which develops the understanding of musical elements without the added complexity of an instrument.

Curriculum Implementation

The importance of music education is fully appreciated by all members of the school community. The school co-ordinates for a music teacher to teach discrete music lessons from Years 2-6. The expertise of a specialist teacher ensures that there is a clear progression of skills and that quality lessons are planned and delivered. The music co-ordinator liaises with class teachers to make meaningful links with curriculum areas. They also support class teachers with performances and concert preparation. Teachers plan opportunities for children to listen and appreciate a wide range of music.

Children are given the opportunities to record their work. This allows children the opportunity to edit and reflect on both the process and product. The children have a voice in their learning and are encouraged to have independent thoughts when creating their own pieces.

Medium term plans are produced at the beginning of each term. They are written in sufficient detail to allow them to be used as weekly plans. Learning objectives are clear to see for each session as are planned activities for learning and expected outcomes. Resources are detailed for each session. Music is taught on a weekly basis, allowing the time for skills and genres to be revisited and practised and, therefore, improving the opportunity for children to retain what they have learned and change their long term memory – increasing the progress that they make.

Every week Year 4 has a whole class instrumental (brass) lesson, which lasts for one hour. These lessons continue throughout the year and are delivered by a Music Specialist.

In addition, opportunities are provided through each class learning songs, singing techniques, musical notation and performing at a variety of external venues e.g. Young Voices and visiting a local residential care home with opportunities to work with various music specialist visitors throughout the year e.g. Jeff Rich. This enables us to meet our intention to bring our community together through music alongside class assemblies, nativities, musical productions and performances within school for our parents/carers, families and friends. These take part across all year groups to further embed singing and musical opportunities throughout school.

Curriculum Impact

We use formative assessment information in our music lessons at The Ryde. This information is used by staff to inform their short term planning and next steps. This helps teachers to provide the best possible support for all children, including children with EAL, SEND or the more-able.

Assessment criteria for each phase have been broken down for each year group, allowing for detailed assessment of progress. Within each phase children gradually progress through key skills with the ambition that most children will achieve a sustained mastery of these key skills.

Assessment information is collected at least termly by the subject leader and analysed. Results are reported to senior leaders and the link governor. This process provides an accurate and comprehensive understanding of the quality of teaching and learning in history.

Planning is monitored at the beginning of each term and at intervals in between, in line with other monitoring actions such as: work scrutiny, pupil voice, staff voice, displays, learning walks/lesson observations.

Through the music scheme Charanga children are able to enjoy music in as many ways as they choose – as a listener, creator or performer. They are given opportunities to discuss and share their opinions and ideas, whilst respecting that others may have a different point of view. At The Ryde School, children are given support and opportunities and further their comprehension through visiting music specialists, school productions and visiting concerts. External interests and talents are also encouraged and showcased in class and assembly ensuring everyone is challenged irrespective of previous musical experiences.

All children benefit from high-quality music education which engages and inspires them to develop a love of music and their talent as musician. This will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a growing musical vocabulary which enables them to critically engage in music. Teaching and learning of music is a reflective process for the children as they are given opportunities to assess themselves and their peers. We assess through teacher assessment, photographs and video evidence which capture children's progress throughout the year.