

Mickle Trafford Village School
Music Education



Mickle Trafford Village School. We Care. We Learn. We Belong.

General Intent

- For music lessons to be fun, engaging and inspiring.
- For pupils to have the opportunity to 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.
- For pupils to sing and use their voices.
- For pupils to create and compose music on their own and with others.
- For pupils to learn how to understand and explore how music is created, produced and communicated.
- For pupils to learn how to identify and talk about the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure.
- For pupils to understand and use different musical notation.



Intent of New Model Music Curriculum

- Designed to introduce the next generation to a broad repertoire of music from the Western Classical tradition and to the best popular music and music from around the world.
- Designed to make sure every music lesson is of the highest quality.
- Vital part of a broad and ambitious curriculum to ensure every child develops a life long love of music and music performing.



Main areas within each key stage

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school. The foundations of this are laid at primary school.

PROGRESSION

By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding.



Singing

Warm-ups - help pupils use their voices safely .

vocalising, sirening and simple scales, as well as games to energise pupils.

Breathing- Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.

Posture-A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.

Dynamics-When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.

Phrasing- gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.

Context- Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.

Vocal Health:-Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.



Listening

By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing.



Composing

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. As an integral part of composition work, pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions.



Performing

1, *Develop Stagecraft*

Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause.

2, *Consider the programme*

The sequence of items should maximise impact and maintain audience engagement. Aim for a clear beginning, middle and end for any performance activity.

3, *Encourage peer feedback*

Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.

4, *Seek out opportunities for collaboration.*

If more than one class or group is performing, is there an additional item they can present together?



KEY STAGE 1

- Singing is at the heart of KS1
- Songs, chants underpinning all areas of study.
- Building key skills and techniques through a range of activities – e.g. call and response, improvisation, movement and active listening
- Begin simple compositional techniques (leading onto KS2)
- Build musical confidence as performers
- Performing compositions and improvisations
- Peer feedback
- Develop a love of music
- Refining individual taste
- Internalising sense of pulse, rhythm and pitch
- Use of untuned and tuned instruments
- Knowledge of important moments in the evolution of music
- Knowledge of key musicians and composers in a range of genres and styles
- Frequent informal opportunities to perform
- Opportunities to hear high-quality live performance



KEY STAGE 2

- Key skills and techniques build from KS1 and prepare for KS3
- Singing remains a key skill
- Instrumental teaching provision
- Further develop love of music
- Refine individual tastes
- Gain confidence to be creative musicians with strong aural skills
- Encounter music by living composers and see composition as a current art form
- Continue to internalize key musical skills and techniques
- Create music through improvisation and start to learn compositional techniques and structures
- Introduction of notation, graphic scores and staff notation
- Build musical confidence as performers, music-creators and audience
- Performing compositions and improvisations at least once a term
- Frequent informal opportunities to perform
- Opportunity to hear high-quality live performances
- Further develop knowledge of important moments in evolution of music – including composers, performers, genres, styles and contexts



Implementation plan to achieve our intent

This year we are excited to welcome music specialist from MUSIC PPA Cover Ltd to teach our music lesson for Reception to Yr 6.

Year 4 follow a different programme experiencing the opportunity to learn to play the drums, a brass instrument and guitar through high quality weekly lessons with Music4life.

Many individuals pay for private music sessions within school hours including the piano, guitar and flute.



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Whole School:-

- Singing practice
- Songs linked to particular themes or area of learning
- Songs learnt for Christmas nativity productions
- Songs used as a tool to help children remember certain facts- number bonds, days of the week, tricky words
- specific composition projects completed throughout the year eg firework compositions, compositions based on a story or poem eg year 2 Quentin Blake poem- we all join in, making different sounds on instruments, simple notation, Music area in EYFS where children compose music based on different pictures.
- Pupils are encouraged to listen with concentration to a range of high quality live and recorded music that links to a particular theme.
- Music played as children come into and leave assembly weekly singing practice where children learn songs from different times and places, visiting musicians- Chester Brass Band and Jazz singers, live music played in assembly every week by Open the Book team and children performing in celebration assembly and talent shows, watching videos showing different instruments being played and children listening to music while also moving to music in dance activities, learning new songs .



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Enrichment

- In different academic years a variety of enrichment offered including-
- KS2 Choir singing at amazing and Village Hall light switch on.
- Recorder club.
- KS1 choir in the summer term.
- Year 1 singing club, led by Year 5 children.
- Visiting musicians in assembly time and class time
- Providing opportunities in partnership with music for life for pupils to learn to play and instrument. We currently have



Impact

- 1, That all children will participate in one exciting, engaging and enriching composing project throughout the year.
- 2, That all children will learn about music from different times and places.
- 3, That music teaching is consistently good throughout all year groups.
- 4, That the school receives 'Arts Mark' status.



Music and SMSC

SPIRITUAL – This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

MORAL – We encourage our pupils to engage in critical discussions of musical performances and presentations from other students and also visiting professionals. Where there is a specific cultural or social reference, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work is made.

SOCIAL – Through composing projects, pupils collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings students are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities and clubs we ask students pool ideas for repertoire and to organise themselves.



CULTURAL – The resources and musical examples used across both Key Stages encourage a respect and appreciation for cultures around the world that have contributed to the development of our current popular musical styles.

