



## Statement of Intent

At Rawmarsh Rosehill Junior School, our music curriculum will engage and motivate children to see the world through the eyes of young Musicians. We use Charanga to support the teaching of music from year 3 up to year 6. Charanga offers an integrated, practical, exploratory and child led approach to music learning. The interrelated dimensions of music (Listen and respond, Explore and create, Singing and performing) weave through the units covered, encouraging the development of musical skills as the learning progresses. Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. At Rosehill, we believe learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Children are guided through each strand of musical learning from the beginning of KS2 up to Upper Key Stage 2 in order for them have the opportunity to embed deeper learning, knowledge, understanding and skills. We strive to promote the learning of a variety of instruments and have a wide selection in school. We also work in partnership with Rotherham Music Services who provide the children instrument lessons. We encourage a love of singing and promote singing within the school through a weekly dedicated assembly, encouragement of singing in lessons and annual performances where singing and performing plays a vital role.

## Statement of Implementation

Each Unit of Work is taught through a half term block, which comprises of strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments including learning music notation on the treble clef.
- Improvisation
- Composition
- Performing

Children are taught in year group classes using their year groups objectives using the Charanga Music scheme.

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides teachers through each strand of musical learning from Reception to Upper Key Stage 2 in order for us to plan for our teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills. Rosehill mainly focuses on the Key Stage 2 objectives.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

## **Impact**

The impact of our curriculum is that children at Rosehill Junior School have opportunities to experience and explore a variety of musical styles, musical instruments and performance opportunities. Children build upon their musical experience as they progress through school and have confidence to perform using their voices and instruments.

The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.

Pupils are making progress in that they know more, remember more, understand more and do more. They are learning what is intended in the curriculum.

All learning builds towards end points, these end points will be in children's books at the end of each unit of work and demonstrate the learning and impact of the unit of work.

## **Removing Barriers**

In music we ensure there is a safe and supportive learning environment for pupils to create, explore and perform. Each lesson is differentiated to enable all students to access the music curriculum which allows them to develop their musical abilities. We support children who are less confident and encourage them to flourish. Through the music curriculum students are given the opportunity to make connections between print and spoken words. Students experiment with rhythm, words, tempo, and melody to support skills in reading aloud. There are also strong cross-curricular links with numeracy as throughout each year of the curriculum notation is used for composing and performing which become more complex over time. This covers patterns, rhythmic values which are measured in fractions in relation to a time signature indicating note values and measures of time. During KS2, students are given many opportunities and are encouraged to talk about their learning and opinions. Students regularly give verbal feedback when appraising music or evaluating a performance using the inter-related dimensions of music. Students are also introduced to a wide range of musical vocabulary linked to the inter-related dimensions of music. Students develop a sufficient understanding of the key vocabulary and have regular opportunities to reinforce their understanding when discussing and appreciating a range of outstanding musical pieces throughout history or interpreting written music.

## **Developing skills for learning**

Students are given opportunities to develop their musical skills in each lesson and the Charanga scheme of work covers performing, composing and listening and appraising skills. These skills are

revisited regularly through a variety of experiences and learning opportunities such as the reading of notation, exploring sounds, performing both alone and with others, music theory and a wide range of music styles and genres. The development of skills are sequential and challenging and helps students move to the next stage of the curriculum. Teacher assessment is widely used and the Charanga assessment to ensure children are progressing and accessing the objectives set by the national curriculum.

### **Promoting and encouraging a love of Music**

Through the enjoyable act of making music, we foster important social and emotional skills, such as self-regulation, self-confidence, leadership skills, social skills, socio-emotional intelligence and the curriculum demands independence, resilience and responsibility. Within the curriculum, music exposes students to music and language from around the world and other cultures. We offer the children multiple opportunities to be enriched by music. We are committed to ensuring students understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We aim to widen children's experiences beyond that which they may gain at home.

### **SEND**

At Rosehill, we recognise that children learn in a variety of different ways. We acknowledge the need to offer an inclusive education for children with special educational needs and to make learning accessible for all our children. Our aim is to remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition. Teachers will make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

In order for our children to achieve success, we adapt and scaffold tasks and teaching, where necessary, to assist the children's learning. This can be seen through the following measures:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.