

MUSIC INTENT

MARLBOROUGH ROAD ACADEMY

Intent

At Marlborough Road Academy, we follow the United Learning EYFS Curriculum in Nursery and Reception. We follow the National Curriculum for music at Key Stage 1 and Key Stage 2. This is taken as a minimum entitlement for learners in United Learning Schools.

‘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)

The Marlborough Road Academy Primary curriculum has six core principles:

Entitlement: All pupils have the right to learn what is in the Marlborough Road Academy curriculum, and we have a duty to ensure that all pupils are taught the whole of it.

Coherence: Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.

Mastery: We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupil’s revisit prior learning and apply their understanding in new contexts.

Adaptability: The core content – the ‘what’ – of the curriculum is stable, but we bring it to life in our own local context, and teachers adapt lessons – the ‘how’ – to meet the needs of their own classes.

Representation: All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience.

Education with character: Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart.

Music-specific rationales are built on these six principles.

EYFS

Pupils in Nursery focus on:

- Singing simple songs as part of a performance, using percussion instruments to match rhythm, make up extra verses to known songs/rhymes and respond to music through dance and movement

Pupils in Reception focus on:

- Singing and performing more complex songs and nursery rhymes, listening to and learning songs from different countries, play an instrument along to a song, suggest movement sequences to match music in a range of styles, talk about the music they hear and express their feelings.

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Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Our music curriculum is designed to ensure that pupils master a range of both substantive and disciplinary knowledge and have the opportunity to deliberately practise and apply what they have learned through practical application and performance. The 'big Ideas' or vertical concepts that run through the scheme are:

Listen, review evaluate: Can you feel the pulse as you are listening to the music? Which instruments and voices can you hear? How did it make you feel? Did it create a story in your imagination?

Singing: Sing in different styles. Sing in time to the music. Sing in groups, in unison and using different parts.

Explore, create, compose and perform: Copy back, clap, play and invent rhythmic and melodic patterns during warm-up. Improvise using given notes and compose simple melodies using simple rhythms. Perform and share.

Some year groups at Marlborough Road are 1.5 form entry and so planning for these year groups works on a two year rotation: Cycle A and Cycle B. In the curriculum for these year groups knowledge builds within and across each cycle, so that pupils develop the same substantive and disciplinary knowledge by the end of each cycle, as they do in single age year groups. Teachers pre-teach required

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ideas to younger pupils who are in their first year of the two-year cycle, and stretch older pupils who are in their second year to link knowledge to previous learning.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Marlborough Road Academy, we want pupils to **listen to and review music** from a range of times and cultures, **learn to sing** to use their voices to create and compose and to explore how music is created and communicated using *pitch, duration, dynamics, tempo, timbre, texture, structure and notation* using **both tuned and untuned instruments**.

We recognise that progression and cohesion in the teaching and learning of music needs to flow effectively from Nursery to Year 6 and on into K.S 3. The EYFS at Marlborough Road Academy follow the 'Early Years Statutory Framework for the Early Years and Foundation Stage' (DfES, 2014) 'Communication and Language' is a prime area through which, as a foundation of pupils' learning, music is taught. 'Expressive Arts and Design' is the specific area in which pupils are introduced to music skills and knowledge. In order to reflect the diverse community that our pupils come from, the Marlborough Road Academy EYFS curriculum focuses on traditions, celebrations and festivals which take place across the world. Pupils from different cultures and religions are encouraged to contribute knowledge about their own experiences in order to embrace similarities and differences.

Pupils in Key Stage 2 have the opportunity to learn to play tuned instruments: the recorder, steel pans and the ukulele.

Implementation

At Marlborough Road Academy we have chosen to use the published scheme, Charanga. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. We use Charanga as the basis of our scheme of work, so that we can ensure that we are fulfilling the aims for musical learning stated in the National curriculum.

Charanga was selected because it includes many examples of music styles and genres from different times and places. These are explored through the language of music by active listening, performing and composing activities, which enable understanding of the context and genre. The wide range of musical styles addressed by the scheme reflects the diverse culture and heritage of our pupils and allows pupils to connect with and share their origins, roots and cultural influences.

Charanga implements a classroom based participatory and inclusive approach to music learning. In the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions and learning to handle and play classroom instruments effectively to create and express their own and others' music. Using a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

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How the Scheme is structured

Each unit of work comprises the strands of musical learning which correspond with the National Curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
 - g. Performing

All lessons at Marlborough Road Academy are crafted around Rosenshine's Ten Principals of Instruction and these form the structure of each lesson in music.

Teachers plan the following:

- Gap teaching based on observation and a pre learning quiz.
- Pre teaching key vocabulary and concepts for SEND pupils.
- A cycle of lessons which carefully plan for progression and depth.
- Educational visits, visiting experts and collaborative experiences that will enhance the learning experience.
- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, key vocabulary with definitions, and the vertical concept the area of learning falls within.

Assembly Time

Every Monday and Friday the children sing in assembly. We sing songs that reflect our core values, as these are very important to us at Marlborough Road Academy. The school is also working in partnership with Cheethams Music School to introduce pupils to live performance and ensemble work during assembly.

Enrichment

Enrichment activities take place during lunchtimes and are on offer to all pupils. They include activities such as choir, dance club and pupils have access to percussion instruments and a stage for performance in the playground.

School takes part in performances involving music for parents at the termly learning sharing event and participates in national, city and cluster wide musical events such as 'BBC Music Day', 'The Salford Big Sing' and UL singing projects e.g. Green Love Project.

Watching a live music concert is also an experience on the Pupil Charter

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Impact

The National Curriculum for Music progresses year on year, giving pupils the skills and knowledge that they need to move forward in their learning, alongside opportunities to apply skills to different situations. When children keep up with the curriculum, they are considered to be making progress towards identified end points the curriculum builds to. This enables pupils to access the next stage of their education. Regular, low stakes assessments in lessons enable teachers to assess each pupil's understanding of the curriculum. These include:

- Pre-learning quiz for each unit, which takes place at least one week before the new learning is delivered and identifies gaps in prior knowledge that is needed to fully access the current learning.
- Post Learning Quiz; a low stakes quiz which is tested to support learners' ability to block learning and increase space in the working memory. This allows the teacher to assess how much key knowledge the children have remembered. The questions focus on the knowledge children can remember and not the activities completed. Post learning quizzes allow teachers to identify any gaps in knowledge and ensure appropriate children are targeted for support.
- Retrieval practice at the beginning of each lesson to review prior learning. This demonstrates how well children can remember and recall key knowledge. It also enables teachers to identify gaps in knowledge and/or address misconceptions with 'in the moment' feedback.
- Spaced retrieval after a period of time to assess how well pupils have remembered prior learning over time. **Progress is demonstrated by children knowing and remembering more** and by them being able to keep up with the demands of the curriculum.

SEND children have access to the same curriculum as non SEND pupils and are assessed in the same way, however, their activity may be scaffolded in order to remove their barrier to learning. For example, if a child has a hearing impairment, we ensure that visual clues are given re timing and the hearing loop is worn. We believe that it is important to give SEND children the opportunity to show their understanding in music in a way that is appropriate for them, in order for them to demonstrate the depth and breadth of their understanding.

'Deep Dive' observation with pupil conferencing gives all learners the opportunity to explain their understanding of their learning. This information is used to identify and fill gaps in their knowledge and understanding and to ensure that pupils make rapid progress.

The music curriculum has been designed to ensure that pupils are equipped with the musical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3.

We give each pupil at Marlborough Road Academy the opportunity to not only strive to achieve academic excellence, but also to recognise and develop their individual talents and become the best person that they can be. With this in mind, we hope that pupils are inspired and enthused by the music curriculum and will take as interest in the subject with them into the next stage of their education and their lives as adults.