

# RYHALL CE ACADEMY

## Music Curriculum Statement



"Without Music, life would be a mistake."

Friedrich Nietzsche

### INTENT

At Ryhall CE Academy, we intend to provide a curriculum that is:

- ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- works to meet the ambition and vision of the Model Music Curriculum

Music is a universal language that embodies one of the highest forms of creativity and here at Ryhall CE Academy it is our aim to nurture and enable pupils to develop a love of music and embrace their talent as musicians. This is achieved through actively participating in a sequence of music lessons and wider opportunities to learn and understand the different components that make up a piece of music. They learn to sing and to use their voices, to create and compose music on their own and with others while also exploring how to use the different instruments we have in school, including digital media. The knowledge pupils acquire from each lesson is continuously revisited and built on lesson on lesson, year on year and as pupils progress, they develop a critical engagement with music.

### IMPLEMENTATION

Music teaching at Ryhall CE Academy delivers the requirements of the National Curriculum and works to meet the ambition of the Model Music Curriculum. However, we also understand that music is sometimes seen as a challenge to the non-specialist, and with this in mind, we provide teachers with the resources they need to fulfil the requirements of the National Curriculum by subscribing to 'Charanga' & 'Sing Up'. Charanga is designed so non-specialist teachers can provide high quality music lessons. Teachers with specialisms are not constrained by the scheme and are encouraged to use their own skills, if they wish to do so, to cover the objectives within their year group.

We work closely with the Rutland Music Hub to enable a wide offer, to support staff professional development and to expose pupils to new opportunities for learning and performance. This includes the annual Recorder Jamboree, Wellbeing through Music project and the Instrumental First Access project where whole class tuition is provided by external music teachers in the field of either brass, string or woodwind.

Pupils in Years 3 have the opportunity to learn both the recorder and the glockenspiel and this is developed further in Years 4/5 and 4 respectively. Pupils in Year 5 learn to play the ukulele.

Music lessons are broken down into half-termly units and an emphasis is also placed on musical vocabulary, allowing pupils to talk about pieces of music using the correct terminology. The BBC Ten Pieces scheme is also used with Upper Key Stage 2 when studying the Great Composers. This allows for progression of skills and adds breadth and variety to lessons.

Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:

Inspiring all to live 'life in all its fullness' (John 10:10) so that we may look back with pride and move forward with confidence.

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Share

In KS1, the pupils enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds.

Pupils in KS2 build on the skills acquired in KS1 so that, by the end of Year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Pupils are encouraged to explore their own musical preferences and discuss these with confidence.

Pupils in all Key Stages also listen and move to a wide range of music, including the suggested list within Appendix 2 of the Model Music Curriculum (March 2021).

Opportunities for singing and performance reach beyond the weekly music curriculum offer and experiences may be given within key stages or whole school. Pupils are given many opportunities to develop their vocal potential within a structure of clearly guided principles:

- **Warm ups** to help pupils use their voices safely; typically including vocalising, simple scales, as well as games to energise pupils.
- **Breathing.** Increasing control of airflow to help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- **Posture.** A relaxed but stable stance (soft knees) setting the body up to produce an unforced but well-focused sound.
- **Dynamics.** When appropriate, class singing will include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- **Phrasing.** Giving shape to melodic lines through small dynamic changes, emphasising important syllables and create musical interest in the melody.
- **Context.** Music 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.




## IMPACT

An assessment framework is designed and used to support moderation of standards across the year group and across the school. Formative assessments help to determine individual attainment and progress over time and against end of year/Key Stage expectations. Here at Ryhall CE Academy, we cherish opportunities to share our musical creations as a school. Therefore, we provide pupils with the opportunity to take part in church services (e.g. Harvest, Remembrance, Christmas, Candlemas, Easter) as well as singing assemblies, nativity play (R/KS1), a LKS2 and UKS2 Musical and Music Celebration events (performing to both audiences of pupils and parents/family members). Alongside this we also have our KS2 School Choir which welcomes all pupils who enjoy singing. The choir performs in the local area. This provides Pupils with the experience of performing as well as encouraging those who feel confident are encouraged to perform solo. Our KS2 Arts Council, which welcomes all pupils who enjoy any aspect of the visual (and performing) arts, works with the Headteacher (Music Subject Lead) to ensure that the Arts have a high profile across the school. This led us to achieve the Artsmark Gold Award in 2019 as



well as the recommendation from the Northamptonshire and Rutland Music Hub to become a Music Mark Member in 2021 (and again in 2022) as a recognition of our commitment to Music.

## Our Golden Threads

Subject Name: Music		Subject lead: Ms Katy Walker		Date 2022-23	
How do the following 'Golden Threads' work within this subject?					
CHRISTIAN VALUES		LANGUAGE RICH		KNOWLEDGE RICH	
ACTIVE AND ENRICHED					
					
<b>This subject supports our Christian Values by...</b>		<b>This subject supports children's language use and acquisition by...</b>		<b>This subject provides pupils with rich knowledge by...</b>	
<b>This subject allows for active and engaged learners by...</b>					
Developing <b>Trust</b> (alongside the character value of <b>Resilience</b> ), by giving pupils the opportunity to perform in front of others, trusting those to appreciate performance.		Using subject specific vocabulary to describe music.		Gaining new knowledge of how a range of different genres and instruments sound, work, and complement each other.	
Developing <b>Respect and Friendship</b> by teaching pupils how to be in an audience and through supporting their peers.		Teaching pupils to use the correct terminology when describing instruments and the language of music, including the context within which any shared pieces were created.		Using knowledge and taught skills to create performances.	
Developing <b>Compassion</b> by learning that some people use Music to express their feelings.		Embedding the use of vocabulary within and out of lessons, through discussions and music appreciation.		Exposing pupils to a range of artists, movements, different songs and recordings beyond the Music Curriculum.	
				Providing pupils with the chance to learn through experimenting, practicing and then perform beyond the classroom.	
				Opportunities to experience and engage in live performances through events such as concerts, groups, etc. both in and out of school.	