Music Rationale

Our aim at Lacewood Primary School is to enable pupils to be engaged and inspired to develop their love of music and their talent as musicians. This experience and achievement will increase their self-confidence and creativity. At Lacewood, we believe that music plays an integral role in helping children feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. The music curriculum is designed to harness the wide-ranging opportunities presented in an arts-rich school. Throughout their time at Lacewood, our young musicians should be able to develop their cultural understanding in a range of contexts, Music being one of them. SEND pupils are actively encouraged to participate fully as music is often an area of the curriculum which allows them to excel. Music has the ability to develop skills for life. It uses part of the brain which enables children to become better learners. As a school, we believe that music is a vital and integral part of children's education and this is why it was chosen to be one of the key curriculum drivers for Lacewood.



At Lacewood, staff plan a structure and sequence of lessons to ensure they have developed the skills and knowledge detailed in our progression document; required to meet the aims of the national curriculum. Our music curriculum develops children's interest and curiosity about music through a series of lessons offering skills progression, knowledge progression and by offering children the opportunity to ask questions and demonstrate their skills and knowledge in a variety of ways.

The National Curriculum states that 'pupils should be taught 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, 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.'

Music lessons are broken down into half termly units following the Sparkyard scheme of work and an emphasis is placed on musical vocabulary. Each unit of work has an on-going musical learning focus and lessons follow a specific learning sequence. Children in Y4 benefit from whole class specialist teaching from Barnsley Music Service. These lessons allow children the opportunity to learn to play an instrument – Ukulele – and to engender a love of music learning.

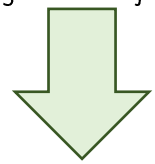
Performance is also at the heart of Lacewood and pupils participate in a range of performances during their time at Lacewood. These include nativities, Harvest, Easter, end of year performance, class assemblies and leavers assembly. Pupils who are confident are encouraged to perform in solo performances, e.g. 'L' Factor. Alongside our curriculum provision, pupils also have the opportunity to participate in additional music teaching through learning to play an instrument or singing lessons with peripatetic teachers. Pupils also have the opportunity to join the school choir. The school choir have the opportunity to perform in school performances and community events at other venues.

In EYFS children in FS1 sing, remember and understand the melodic shape of song. They create songs or improvise with a song they know. Children explore instruments and play them with increasing control enabling them to express their feelings and ideas. Through music children explore and learn how sounds can be made and changed, creating sounds in response to music and stories.

In FS2 children engage in music making as part of a group, listening attentively to music art and talking about their feelings and responses. They have opportunities to sing in a group increasingly matching pitch and following the melody. Children express themselves by making music in a range of ways (playing with sounds, following a beat etc.) and create and develop a sequence of sounds in response to stories. This all accumulates into building children's music knowledge and skills to, by the end of EYFS, they can sing a range of well-known nursery rhymes and songs and perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

In KS1 music is taught every half term for one-hour session per week. Children follow the Sparkyard Music scheme. The scheme of work allows children to develop their knowledge and skills across, pitch, duration, dynamics, tempo, timbre, texture, structure and notation and through these children develop listening, composing and performing skills. These areas of music are woven into exciting topics that will engage children in their learning. The areas of music are revisited throughout a child's time in school and progress identified.

In KS2 music is taught every half term for one-hour session per week. Children follow the Sparkyard Music scheme. The scheme of work allows children to develop their knowledge and skills across, pitch, duration, dynamics, tempo, timbre, texture, structure and notation and through these children develop listening, composing and performing skills and the history of music. These areas of music are woven into exciting topics that will engage children in their learning. The areas of music are revisited throughout a child's time in school and progress identified.



Music monitoring takes a variety of different forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to express themselves musically. Monitoring takes place to ensure continuity and progression is achieved. Examples of children's work is expressed through recordings, videos, participation, oral and written work. Other forms of monitoring include learning walks and lesson observations. We focus on progression of knowledge and skills and the teaching of key vocabulary. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.