

Music at Eversley

"Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything.... Without music, life would be an error"

Plato.



"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 self-confidence, creativity and a 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." 2014 Curriculum

"Music has the power of forming the character and should therefore be introduced to the education of the young."
Aristotle

At Eversley Primary School, we recognise that children are musical and creative beings prior to their arrival at school. This development continues to grow and evolve through their experiences and education. Our aim is for all children to leave Eversley Primary School appreciating music as a vital tool to every pupil's development in order to foster self-esteem, self-motivation, self-belief and self-satisfaction.

During EYFS at Eversley	During Key Stage 1 at Eversley	During Key Stage 2 at Eversley
<p>Aspects of Musical Learning and Development</p> <ul style="list-style-type: none">• Hearing and Listening• Vocalising and Singing• Moving and Dancing• Exploring and Playing <p>Music for EYFS students has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills.</p> <p>Each pupil will lead the class in singing, and all will learn to be led by their peers. Songs are linked to class learning when appropriate.</p> <p>Children have access to a range of instruments in both structured and non-structured times so that they can explore sounds and rhythms.</p>	<p>Each class in both Key stages 1 & 2 has a weekly music lesson in the dedicated music room with a teacher who specialises in teaching music to primary aged children. The music room is resourced with many instruments which the children use each lesson. There are many termly performing projects where pupils work together learning a repertoire of songs for a concert. At other times, children explore music using the percussion instruments. As the children move through the school they become proficient at composing music using an iPad</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none">• 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 interrelated dimensions of music	<p>Pupils are taught to sing and play musically with increasing confidence and control. They continue to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>There are many termly performing projects where the whole class learn repertoires of songs, learn to play the recorder, and at a different time, learn to play the ukulele or work together learning a repertoire of songs for a concert. As the children move through the school they become more proficient at composing music using an iPad</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none">• 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.

<p>Planning</p> <ul style="list-style-type: none"> • The school's curriculum maps shows the units to be covered each term • There is a medium term plan for each unit of work • Plans are annotated and adapted to show how teaching is scaffolded so that less able and those new to English will access the content. • Plans are annotated and adapted for the most able learners ensuring an ambitious curriculum for all 	<p>Teaching</p> <ul style="list-style-type: none"> • Teaching is delivered by a specialised music teacher. • Each year group has a weekly singing session. • During music lessons, pupils: • Understand and explore how music is created, produced and communicated by learning about: pulse, pitch, duration, dynamics, tempo, timbre, texture, structure and age appropriate musical notations. • 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. • 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. <p>Musical Appreciation</p> <ul style="list-style-type: none"> • Years 1 – 6 take time once to listen and discuss a wide range of music, learning to talk using subject specific vocabulary and express their opinions.
<p>Marking and feedback</p> <p>Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods:</p> <ul style="list-style-type: none"> • Oral feedback: The teacher will informally assess throughout any creation or rehearsal process giving oral feedback and instant methods of ways to improve. Pupils are also assessed individually and when performing as part of an ensemble • Playing or singing is evidence of achievement. • Pupils are encouraged to peer and self-assess: The evidence is in the critical listening of each pupil and the audience. 	<p>Resourcing and display</p> <p>Music Room:</p> <ul style="list-style-type: none"> • Display is kept up to date and relevant to current learning, displaying subject specific vocabulary and concepts that are being taught in Music. • A range of famous composers to be displayed. <p>Resources:</p> <ul style="list-style-type: none"> • Resources are stored in the music room • A range of instruments are clearly labelled, well organised and accessible for the children.
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • Responsive teaching is used within each lesson to establish next steps for pupils. • Performance opportunities are used as a way for children to present their work and for teachers to assess. <p>EYFS:</p> <ul style="list-style-type: none"> • Teachers and key workers make observations regarding the pupils' development in this subject. 	<p>Monitoring</p> <p>Monitoring is undertaken by subject leader and SLT during the school year. This will include</p> <ul style="list-style-type: none"> • learning walks during Music lessons • discussions with pupils about what they have learnt and listened to