



Music at Heathfield

Intent

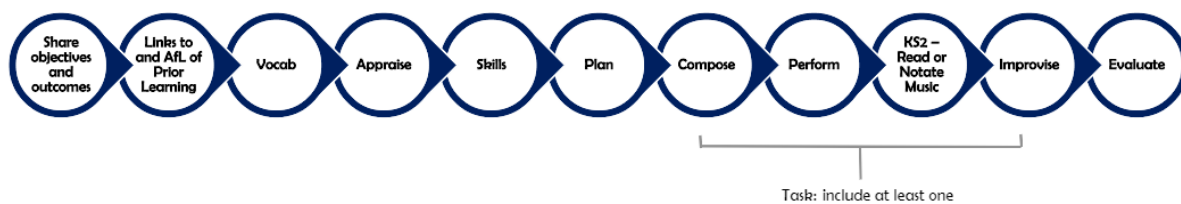
To provide children with a broad and balanced curriculum, igniting a passion for music that inspires creativity, self-expression and enjoyment and exposes them to diverse musical experiences as well as giving them opportunities to connect with others to support their mental health and overall wellbeing

To equip children with the required skills, musical knowledge and language and confidence to: sing, play a range of different instruments, listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions, use technology appropriately when composing and perform in front of others

For children to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music and an unbiased respect for the role that music may wish to be expressed in any person's life

Implementation

Each music unit follows the same sequence of learning to ensure the coverage of the key elements that form the backbone of the music curriculum:



The interrelated dimensions of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is created, played, appreciated and analysed. The music resource Charanga is used in the appraisal, skill development and performance elements of the music curriculum sequence of learning, as shown above.

Children are given regular opportunities to sing, listen, play, perform, compose and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of tuned and un-tuned instruments, and the joining of musical ensembles in collaboration with Nottingham Music Hub. After school clubs such as choir and Music technology are also offered

Ensure that teaching staff have access to the relevant resources they need to support them in delivering Music effectively and with confidence

SEND Provision and differentiation

To ensure all children are able to access the music curriculum, teachers use a range of strategies to support the inclusion of children with SEND. This includes the differentiation of objectives and activities, the use of smaller steps to support progress and the use of tailored resources.

Assessment

Assessment for learning forms an integral part of the teaching of music, to gauge understanding, address misconceptions, stretch the learning of higher ability pupils and inform next steps. In addition, foundation subjects are formally assessed twice a year to track attainment and evaluate coverage and understanding of objectives.

Impact

Children have been introduced to the necessary skills, as well as a range of musical genres, styles, and traditions, and understand the impact of music on their mental health and well-being

Children are able to enjoy music, in as many ways as they choose – either as listener, creator or performer. They have the confidence to discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives

Children create an enormously rich palette from which they can access fundamental abilities such as: achievements, self-confidence, interaction with and awareness of others and self-reflection. Music will also develop an understanding of culture and history, both in relation to pupils individually, as well as ethnicities from across the world

How the Heathfield Pledge is delivered through Music

Happy, safe and confident

Music is linked to improving mental health through releasing endorphins which supports our emphasis of wellbeing at Heathfield and can provide opportunities to build communities.

Children become more confident through music lessons as they are given the opportunity to practise performing.

Eager to learn

Children are excited and enthusiastic when presented with opportunities to play and experiment with musical instruments. Chances to perform to an audience are relished by many children who are then proud of their achievements.

Aiming high

Music automatically encourages children to aim high because it is instantly audible whether they have produced the correct sound. Children aim high in music because they want to impress their audience and share their ideas.

Taking care

Children are trained to handle instruments with care as well as being independent in retrieving and storing instruments.

Healthy attitudes

Music encourages children to develop the British Value of 'Tolerance' through exposing them to genres they might not enjoy, but still expects a positive attitude and outcomes from them.

Focused on enrichment

Music at Heathfield provides a multitude of opportunities for enrichment, hence our Music Mark award. Choirs operate successfully at both campuses and unite for many events such as 'Christmas in the City' and 'Young Voices'. These also provide moments for parental engagement.

Our school has become a Nottingham music hub champion through engaging in WCET (year 4) , follow on tuition for year 5 and 6, Area Band and the Great orchestra experiment and Christmas in the City.

In school all year groups showcase a production each year that have music as a key element. During the festive season, further opportunities are provided through 'Songs around the tree' and our choir's visit to the local library.

Including everyone

Heathfield is an inclusive school and this is exemplified in Music. All children join for weekly singing assemblies and take part in the WCET.

Environmentally aware

The use of sustainable materials and processes to manufacture instruments

Living in harmony

Music nurtures an understanding that everyone must contribute harmoniously to achieve effective performances.

Although children are give opportunities to work independently, a key area of music involves them coming together to perform as a united group.

Listening and responding appropriately is a key area of the music curriculum and is a vital skill to develop to allow children to live harmoniously in all areas of life.

Developing global citizens

Appreciating and appraising music from around the world, from different genres and different periods of history helps place children in the bigger musical picture.

How does Music link to other subjects?

Music develops in children an appreciation of different cultures. Music has strong links to Geography and History as it explores how sounds and techniques vary by location and investigates how these have changed throughout time and what has influenced these changes. It also links to MFL because musical terminology is rooted in Latin, Italian and French vocabulary. Composing and performing music in a set time signature builds upon children's understanding of number. Reading, with its innate links to oracy, requires skills of fluency and expression which are enhanced through effective singing experiences. Much of the music curriculum asks children to respond to what they've heard, this creative expression has positive links to art and dance. Moving in time with music reiterates a sense of pulse which is also a requirement of dance. The RE curriculum focuses on celebrations which are often expressed through a variety of music.

What can Music inspire children to be in the future?

A good education in music can propel children towards successful careers in composing and performing arts. As it builds confidence through oracy strategies, it can support a variety of vocations that involve public speaking (such as tv presenting, politics and teaching). The technical skills required to edit and manipulate musical compositions using IT, can transfer to other editing, producing and filming careers. The creative and improvisational skills gained through music education can be directly transferred into musical therapy and broader fields of the mental health and wellbeing sector.