

Music Handbook

Amwell View School



Photos



Music at Amwell View School

Intent

At Amwell View we see daily how music can motivate pupils, build self-esteem and increase confidence and develop physical, sensory and intellectual capabilities. Through the teaching of Music, we aim for pupils to understand the role music plays in our lives, give them new musical experiences and help them to prepare for life beyond Amwell View. The objective for pupils within the EYFS stage is to begin their musical journey with instrument exploration, exposure to songs and rhymes and to begin to respond to music through body movement. We aim for musical skills to become more specific as the pupils continue through the school with high attainers working on reading musical scores and music appraisal. PMLD pupils access music through a multi-sensory approach including live performance and one to one exploration of musical instruments. All post 16 pupils work towards an Arts Award qualification through which they can develop an understanding of the performing arts through practical activities and research.

Implementation

Pupils in the Foundation stage begin their musical journey through learning to choose and play instruments, move to music, listen to, and participate in familiar songs and learning new songs in music lessons and different contexts such as in weekly assemblies. As the pupils progress through the school the expectation is that they learn the names of instruments and understand how to control their playing. Musical vocabulary is introduced and early score reading. Pupils learn how to comment on music, recognising instrumental sounds and identifying the different musical elements within the music. They are encouraged to acquire their own musical tastes and to explore the world of music through a wide variety of topics. The Music overviews provide pupils with a broad knowledge of musical history and world music. Topics for lower key stages incorporate familiar songs and music, much of which links with school celebrations. PMLD pupils have both practical and sensory story sessions, both of which include live music. The staff/pupil relationships are extremely important as the successful delivery of the lessons requires an understanding of the pupils' responses to instruments, sounds and music. Within Post 16, the focus is on using all the skills they have acquired over the years. Pupils work towards achieving Explore and Bronze Arts Awards, taking part in creative workshops, researching art establishments and learning to present their work. The students also form a rock band and are given the opportunity to experience performing as a band in front of an audience.

Music permeates all areas of the school curriculum. There are many cross-curricular links within classes with teachers using songs to introduce their lessons. Music links with dance forms the backbone of the annual school show and whole school celebrations revolve around music and songs. The department also runs four different clubs; choir, upper and lower school rock club, percussion club and a staff band regularly provides live music.

Impact

The impact of music at Amwell View is immeasurable. Every day we see pupils accessing music through a wealth of activities, challenging themselves, giving them pleasure and building their confidence. From foundation stage through to the post 16 pupils' musical experience is wide and varied. The repertoire of songs is vast and the constant repetition of the songs in lessons, assemblies, concerts and celebrations gives the pupils the confidence to participate in them. It is also recognised that that songs can help pupils to remember information which is why so many of our teachers use songs as their starters for curriculum lessons. As the pupils learn to play instruments, we see increased coordination which helps the pupils to improve their hand-eye coordination. Encouraging pupils to comment on the music they hear enables them to hone their auditory skills and to become aware of the sounds around them. The group band work for the post 16 students can be challenging but we see pupils grow in confidence, develop a sense of achievement, and gain new leadership skill. School choir not only gives pupils the joy of making music with others but also teaches them how to work together and build friendships with pupils from across the key stages. Some pupils attending school choir become noticeably more relaxed in rehearsals and more able to control their anxieties. It is undeniable that music provides great benefits to all pupils, whether it is simply learning to listen or participate with others in a group activity or learning a more complex skill such as how to strum chords on an electric guitar. At Amwell View we recognise that Music can remove physical barriers, give joy and provide the tool for interacting with others.

Assessment

Pupils are set half-termly musical learning outcomes, which link to topics being covered during that period and help pupils to develop their musical skills sequentially. The outcomes consider the ability of the pupils but there is room for pupils to work on a second outcome to enable them to develop their skills further. Pupils are continuously assessed with evidence being gathered through written comments, videos and photographs. The summative evidence is then transferred onto Tapestry, a secure online learning journal. This tool enables parents to view their child's progress and for teachers to track the pupils progress over the course of each year. Progress is also documented through summative assessment using B Squared which focuses on small steps of progress.

Music Resources

The music room has a large collection of instruments ranging from simple percussion instruments through to orchestral instruments. We have a full complement of rock band instruments used every week by the students in the Community Classroom and also collections of multicultural instruments.

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Pupils access the instruments during lessons and clubs and these instruments are also loaned out to classes for cross curricular activities.



Subject Overview Examples

Music Subject Overview

Key Stage Foundation 1&2

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		Musical Elements – tempo, pitch, timbre, dynamics, texture, duration and silence. Knowledge, skills and understanding Controlling sounds through singing and playing - performing skills Listening, and applying knowledge and understanding		
	A	Early music skills Percussion	Early music skills Colours	Early music skills Familiar songs
	B	Early music skills Pets	Early music skills Body parts and movement	Early music skills People who help us

Music Subject Overview

Key Stage 1

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		Musical Elements – tempo, pitch, timbre, dynamics, texture, duration and silence. Knowledge, skills and understanding Controlling sounds through singing and playing - performing skills Creating and developing musical ideas - composing skills Responding and reviewing - appraising skills Listening, and applying knowledge and understanding		
	A	Nursery rhymes	Transport	The Garden
	B	Weather	Homes and Houses	Seaside

Subject Overview Example

Subject Overview

Key Stage 3

		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		Key concepts Integration of practice – Performing, composing and listening. Participating, collaborating and working with others. Cultural understanding – Understanding musical traditions. Critical understanding – Engaging with and analysing music. Creativity - Using existing musical knowledge, skills and understanding for new purposes and in new contexts. Communication - Exploring how thoughts, feelings, ideas and emotions can be expressed through music.		
	A	Orchestral instruments	Rhythm and rhyme	Celebration
	B	Performance skills	Where in the world?	Musical Styles

Subject Overview

Key Stage 4

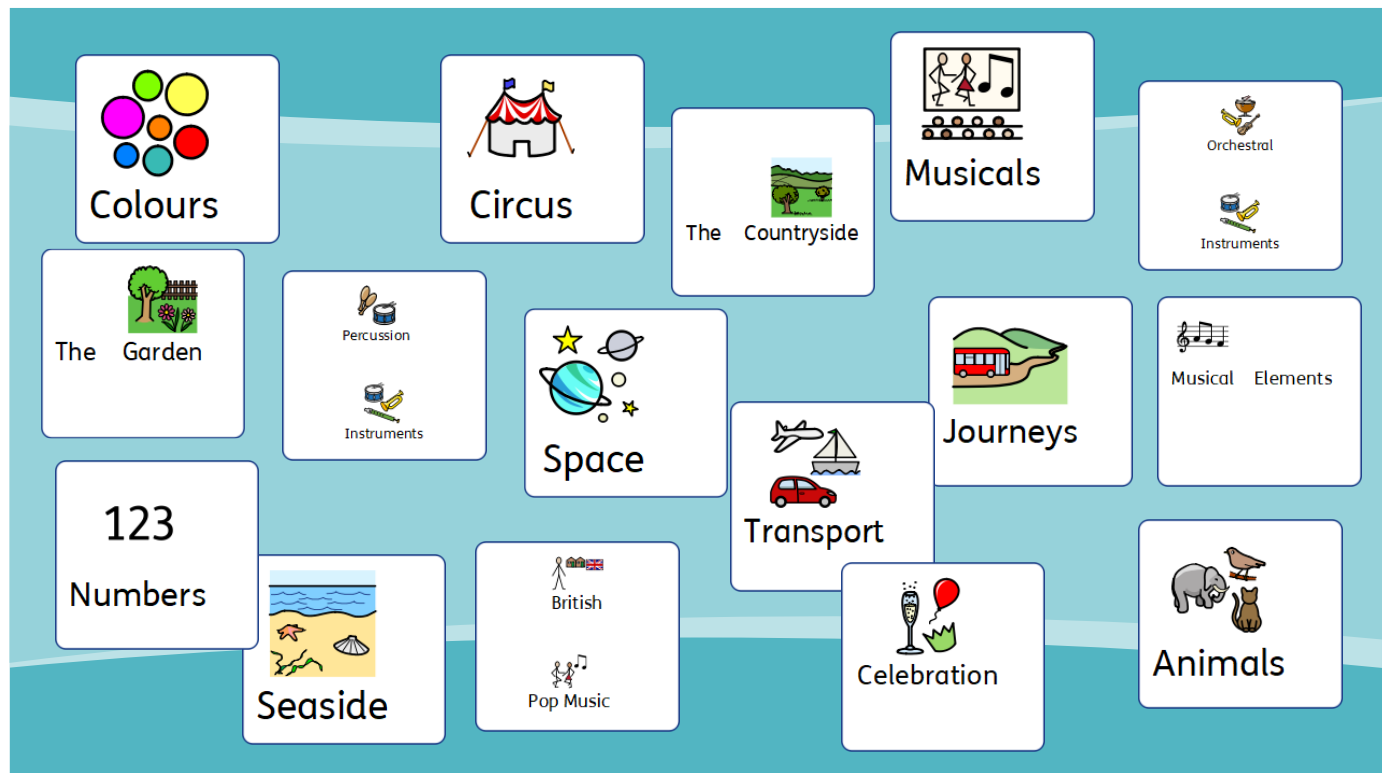
		Autumn	Spring	Summer
Continuing Skills/ Key skills/ Enquiry Skills		Key concepts Integration of practice – Performing, composing and listening. Participating, collaborating and working with others. Cultural understanding – Understanding musical traditions. Critical understanding – Engaging with and analysing music. Creativity - Using existing musical knowledge, skills and understanding for new purposes and in new contexts. Communication - Exploring how thoughts, feelings, ideas and emotions can be expressed through music.		
	A	Music during war time	Introduction to Explore Arts Award	British pop music
	B	Musical theatre	Introduction to Explore Arts Award	Playing together (Creating an advert)

The Music Subject Overview can be found in:

Staff/ Curriculum/ Subject Overviews/ Current Overviews/ this year/ Art

Planning for Music

The music curriculum covers a broad spectrum of topics, which aim to give the pupils a flavour of the outside world alongside new performance and instrumental skills. Pupils learn to perform, listen and evaluate music and are introduced to duration, tempo, timbre, texture and structure through songs and percussion activities. They experience music across a range of styles, genres and historical periods and they have the opportunity to play instruments ranging from multicultural ones through to rock band and orchestral instruments. There are junior and senior rock clubs which provide pupils the chance to hear current and past pop music. This encourages them to form opinions and develop preferences for songs and styles. This also enables staff to provide lunchtime opportunities for choosing and listening to age appropriate music.



Why Teach Music?

- **Music boosts school improvement** - A successful school is often a musical school. Music can be the catalyst that makes a good school exceptional. When the magic of music is allowed to permeate the whole curriculum it can have a positive impact on everything.
- **Music improves learning skills** - Research has clearly demonstrated the cognitive benefits that music gives young children suggesting that music can support the development of literacy, numeracy and listening skills.
- **Music fosters team working** - Playing or singing in small groups or in whole classes means you are part of an integrated team. Everyone has a role however large or small, this helps to build co-operation and mutual support. It promotes the importance of working harmoniously with others towards a common goal.
- **Music builds life skills** - Playing an instrument or learning to sing requires real concentration. Quietness and calm whether on stage or in the classroom is essential. Working alongside other members of an instrumental or singing group helps children to recognise their own skills and appreciate those of others. This builds life skills such as empathy, problem solving and communication, and a sense of responsibility and commitment
- **Music encourages creativity** - Music enables young people to express themselves like no other medium. It empowers them to shape their world through sound and allows them to exercise their imaginations. Encouraging creativity also teaches them to think outside the box when problem solving.
- **Music is for life** - An early start in music often results in music becoming a life-long passion. This gift is precious and the seeds sown in the classroom continue to flourish for a lifetime.
- **Music is an educational building block** - The Department for Education has stated that a high-quality music education can improve self-confidence, behaviour and social skills. While music touches the lives of all young people, the disadvantaged can benefit most. This is why it is so important to ensure all children and young people have access to learning and making music as part of their broad and balanced curriculum.
- **Music is fun** - Music making is not only good for the brain but also the heart! Young people enjoy the pleasure of mastering a tune or a song. The prestige and stimulation of a first performance in front of an audience is an adrenalin rush that is never forgotten.
- **Music is for everyone** - Music is inclusive irrespective of abilities. It can be of particular benefit to children and young people with Special Educational Needs and disabilities but also those who are marginalised, vulnerable and often hard to reach. Music gives children a unique motivation to participate and communicate and advances in technology mean more children than ever can take part in and reap the many benefits of a music education.

From Music Mark - The UK Association for Music Education.