



MUSIC ON A PAGE

WHAT WE TEACH AND WHY – (intent)

At RA Butler Academy Schools we believe that Music should be a fun learning experience which engages and inspires all children. The curriculum enables everyone to listen to, compose and perform music to their highest potential. It also offers a variety of experiences for children to develop as musicians, raise self-esteem and improve wellbeing/mental health. Our main aims are: 1. Inspire 2. Empower musicians 3. Foster a love and appreciation for music as a universal language.

Singing is at the heart of musicianship at RA Buter Infant and Junior School. Children particulate in singing assembly once a week and develop good singing technique over the course of KS1 and KS2. The principles of good quality singing are embedded into all singing activities: warming up, awareness of breathing, posture, dynamics, phasing, context, and vocal health. There are two extra curricular vocal groups that rehearse during lunchtime these are RAB Voices for KS1 and RAB Voices for KS2.

Our school values - The 6 Rs - underpin everything we do at RA Butler Academy Schools.

Design, content and sequencing – The **Music** progression and curriculum map detail how learning is sequenced and taught across the school. This has been designed in line with both the National Curriculum (NC) and Model Music Curriculum (MMC) guidance, and ensures the key skills of singing, listening, composing and performance develop sequentially over time. Where appropriate, programmes of learning in Music link to the year group’s overarching topic of learning to strengthen cross curricular links and contextual understanding.

Singing and musicianship are at the heart of every lesson across the school. In EYES and KS1 the curriculum content draws on the Kodaly Method introducing musical concepts through games, listening, singing and movement. The focus is placed on ‘sound before symbol’, however once a concept has been learnt children will explore ways to notate this, for example through pictures, symbols, and dot notation. In KS2 all children have access to class tuition on a musical instrument and learn how to read/write traditional stave notation. Through each programme of learning across years 1-6, children learn about the inter-related dimensions of music and are taught progressively to develop their singing, listening, composing, and performing skills. Music technology further deepens understanding through manipulation of sound and our bespoke curriculum uses carefully selected content from a range of sources, including ABRSM Classroom 200, BBC 10 Pieces, Sing Up and Charanga.

By the end of their musical journey at RA Butler, we intend that our children will have developed the ability to sing confidently in parts with other people; they will be effective listeners; they will be creative risk-takers; and they will be able to appreciate, analyse and discuss different forms of music. To this end, our Music curriculum is designed to develop our pupils’ musical knowledge and skill, building on previous learning and experiences. As children progress through our school, they will become articulate in their description of musical pieces, using the correct musical language and they will be taught to appreciate how music can both represent and create feelings and emotions. At RAB, we believe that children should be able to express their creativity and enjoy a sense of achievement through music and the sequencing of our curriculum takes our children from exploration of the different strands of Music (listening and appraising, singing, playing, improvising, composing and performing) to beginning to create themselves – first within a group or partnership and then independently – then with a focus on reflecting the genre being studied to creating their own complex pieces and performances utilising formal notation and their understanding of the interrelated dimensions of music (melody, rhythm, dynamics, pitch, tempo and timbre).

Local Community - Our children participate in local community concerts and performances such as The Spirit of Christmas with the Saffron Walden Choral Society as well as in our own RAB termly music concerts and annual talent competition in addition to the national event of Young Voices. They also visit local care homes at Christmas to sing carols with the residents and have sung carols outside our local Waitrose. These experiences enable our children to appreciate our local community but also the wider school’s community and those of people across the world when we support charities through Young Voices.

HOW IT’S TAUGHT – (implementation)

Teachers often use the Charanga platform to inform and structure their music teaching. Our music specialist has recently designed a bespoke curriculum for the school and supports non specialist staff in their delivery of this.

Retrieval practice - To enable the children to connect to previous learning and embed this into their long-term memory by revisiting relevant musical concepts at the start of a lesson. In music this is often non-verbal or not written, for example starting a lesson by singing a song or clapping a rhythmic pattern is retrieval. However, this could also include recalling elements of music and their definitions as well as thinking harder learning tasks like applying these to a listening activity.

Active learning - Robustly planned lessons ensure singing and musicianship are at the heart of every lesson.

School Community - Our assemblies are always accompanied by music which is put into context by the staff leading them. The children develop a wider awareness of music from learning about a range of musicians from great composers to ‘pop’ performers. The children also take part in singing assembly once a week and develop technique as well as singing in unison and in parts.

Enriching Experiences - Children at RAB enjoy various performance opportunities (eg, Saffron Hall, The O2 Arena, our local residential home, school itself in concerts, musical plays and or annual RAB’s Got Talent event). We also have Creative Arts Week where the children participate in many enriching activities to enable them to broaden their knowledge and experience. Children at RAB are also given the opportunity to develop their skills across the arts by participating in both infant and junior productions.

Integrating literacy fluency

We support the children’s knowledge and use of tier 2 and 3 vocabulary in both their verbal communication (oracy) and their written work when evaluating their learning.

WHAT WE SEE AS A RESULT – (impact)

Progress and outcomes - A child’s learning journey is evidenced in books and recorded outcomes saved/shared on ‘one drive’. Typically 90% of pupils achieve age-related expectations in music every year. Approximately 20% of those children are achieving at a greater depth. Increasingly more children are choosing to follow additional music provision outside of classroom lessons and we are able to support and sign post children who are showing musical talents to provision to encourage this development.

End of unit evaluations – Children complete end of unit evaluations each term. The evaluations are showing children’s increasing ability to reflect and understand musical terminology and knowledge taught through the curriculum.

Monitoring and Evaluation – The subject leader observes lessons, talk to pupils and look at books/recordings of musical outcomes in order to triangulate evidence of excellent teaching and learning. Pupils are very enthusiastic about their music lessons and appreciate the opportunity to develop their singing skills and musical appreciation alongside specific skills such as notation, understanding, melody, timbre and appraising.

Summary of effectiveness of units of work / learning - Alongside evidence from monitoring, regular reflective conversations between teaching staff, subject leaders and SLT ensure that the curriculum is delivered with fidelity whilst being adapted to suit the needs of the children and class as a whole.