



Aspiring Ashwood

Music

Music

Intent



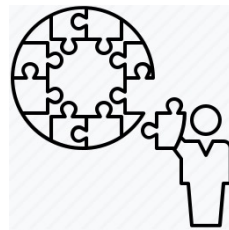
At Ashwood Spencer Academy, we make music an enjoyable learning experience. We strongly believe that participating in music education will help to make our children happier and more fulfilled individuals. We encourage children to take risks and participate in a variety of musical experiences through which we aim to build up the confidence of all children. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. At Ashwood Spencer Academy, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms.

Planning



The knowledge, skills and understanding that the children will be taught on their Ashwood journey is clearly mapped out. Charanga is used as a tool to facilitate the delivery of the music curriculum at Ashwood. Long-term planning and short-term lesson plans are available to teachers to tweak and make appropriate for the children that they teach. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

Implementation



At Ashwood Spencer Academy, we teach music using the Charanga programme. Music is taught from EYFS-Y6 every half-term. Year 3 children have the opportunity to learn a musical instrument with expert music teachers every week. The Charanga Scheme integrates the skills of performing, creating and listening in each lesson, supporting all aspects of the national curriculum and allowing teachers to support a mastery approach through repetition, learning about the same musical concept through different musical activities. Units of work usually comprise of 6 steps:

- Introduction - key vocabulary/song/topic/music
- Beginning to use instruments
- Improvisation
- Composition
- Rehearsals and performance
- Performance and appraising

Assessment



Music assessment has been broken down into 5 strands which have been pulled from the aims and programmes of study in the National Curriculum. These include: singing, listening & appraising, creating & composing, playing & performing and traditions & diversity. Each term, teachers assess their children against these strand statements to determine whether they are meeting the year group expectation. The analysis of this informs future planning at child, cohort and whole school level. Knowledge is assessed through spaced retrieval strategies used weekly throughout their time at Ashwood Spencer. Activate sections of lessons also assess retention of knowledge on a lesson-by-lesson basis.

Enrichment



At Ashwood, we use music to build the children's cultural capital. Through the Charanga scheme of work, the children are exposed to musicians from around the world and music from many cultures. To enrich the music offer at Ashwood Spencer, weekly violin lessons are provided in year 3 to all children. Planned visits to events such as the pantomime help build cultural capital in music and enrich the children's experience. On offer, we also have a school choir which uses Makaton alongside it. Weekly singing assemblies reinforce children's enjoyment of music and show children how music can bring us together, even from different cultures and backgrounds. Children across school have opportunities throughout the year to perform music and/or singing.

Linking Learning



Music is a thread throughout both time and place, therefore music permeates the DREAM curriculum beyond its own discrete lessons. Music is explored in both history and geography, where the children learn about cultures, differences and developments. Music is used as a stimulus in writing sessions, to explore atmosphere alongside art in art lessons and for dance in PE lessons. Children often request to listen to music during mindfulness activities and when writing at length.

Music

National Curriculum



Exceeding Curriculum



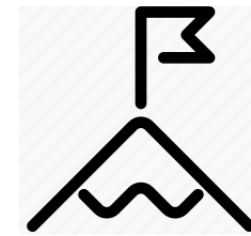
The Ashwood Children



Ambitious for DP, SEND and EAL



How is it challenging?



An Ashwood Musician



Our music curriculum fulfils the requirements of the National Curriculum. All aims and subject content statements are met by the time the children have completed their Ashwood Journey.

The children begin their journey in the early years, with discrete weekly music lessons in FS2 and opportunities to create and explore music in the continuous provision.

Our music curriculum meets the needs of the children. We follow the new Model Music Curriculum to ensure that the Ashwood children are getting the best chance to develop their musical knowledge, skills and love of the subject.

At Ashwood, we have decided to go beyond the National Curriculum statutory requirements for the teaching of music. We have chosen to use the non-statutory Model Music Curriculum which is designed to introduce the next generation to a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world.

We believe that having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum.

Because families in our community typically have limited experience of music from various cultures and civilisations around the world and throughout history, we follow the NC but we emphasise world music because we want children to have a greater understanding of different ways of life and a respect for cultures that are very different from our own and how they can enrich our own lives. We want the Ashwood children to have an appreciation of music and to be able to effectively express themselves through music and performance.

Our curriculum is ambitious for all children. All children have access to the music curriculum and to ensure that children can achieve their potential, lessons are planned to address potential areas of difficulty and remove barriers.

We believe that music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger.

We use dual coding, visual representations and communication in print to ensure our EAL and SEND learners are able to fully participate in music lessons.

Our music curriculum is challenging for the children at Ashwood due to the limited exposure and opportunity beyond the school community.

Children can often find the concept of staff notation challenging, particularly as this progresses throughout the key stages.

Where children have gaps in their musical vocabulary, the demand of such vocabulary can be challenging for children to quickly pick up and retain. This is mitigated through constant referral and revisiting of the vocabulary each music lesson.

Having studied our music curriculum, an Ashwood child will leave us with:

- Fundamental musical techniques alongside musical knowledge
- An appreciation of world music from the past and present
- A mature musical understanding
- An understanding of how music is constructed and the impact it can have on a listener
- Experience of composing their own music in unique and various ways and performing these to an audience
- The experience of developing skills and playing an instrument for a year
- An understanding of musical staff notation to build upon in secondary school