

Music Policy for: Reception, Year 1 and Year 2

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for Key Stage 1. It provides lesson plans, assessment for learning opportunities, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. By the end of KS1 all children will be musicians, physically engaged in music making and in playing competently at least one tuned musical instrument. This will allow them to move towards grades and recognised educational success.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Charanga Scheme is structured for Year 1 and Year 2 Summer Term

Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising(*assessing the quality and elements of the performance*)
2. Musical Activities
 - a. Games
 - b. Singing
 - c. Playing instruments
 - d. Improvisation
 - e. Composition
3. Performing/Sharing

The Activity Manual (*on the Charanga Website*)

This manual has been developed to ensure non-music specialist teachers will have the knowledge, understanding and support needed to prepare and deliver music lessons. The Manual explains the supporting ideas and methodology and how each strand of musical learning within the Units of Work corresponds with the national curriculum. It can be used as a handbook or even a teaching companion.

Mastery in Music Lessons

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different

musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception and beyond Key Stage 1 in order for the teacher to plan for their teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Through the scheme children develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill is important as it enables both a deeper understanding of that musical skill or concept which is just as important in progress as learning something new.

Scheme Progression with Teaching and Learning Outcomes (Medium Term Planning) The medium term planning gives an overview of each unit covered in and shows all the possible musical learning outcomes for the end of each year. It also highlights differentiated and deeper learning for each child, including the most able.

What is Included in Each Unit of Work?

Each lesson in the Scheme is taught in 45 minutes and has the following structure to ensure coverage:

- 1. Listen and Appraise - 15mins**
- 2. Musical Activities - 20 mins** include Games, Singing, Playing, Improvising and Composing
- 3. Perform/Share - 10 mins**

1. Listen and Appraise Children listen to a wide range of styles of music throughout History from the 13 century to the present day and learn about features that relate and highlight that style of music.

2. Musical Activities All activities are based around a song:

Games embed the Interrelated Dimensions of Music through repetition

Singing is at the heart of all the musical learning and the song is learnt over the half-term.

Playing instruments with the song to be learnt - glockenspiel and percussion instruments. To provide an understanding of notation children are introduced gradually to the idea by responding to a sound, then a symbol and finally the formal notation. This is then developed in Year 2 with the Ocarina.

Improvising with the song using voices and instruments occurs in some Units of Work

Composing with the song using instruments occurs in some Units of Work

3. Perform/Share what has taken place during the lesson and work towards performing to an audience. This can either be another class, the whole Key Stage in the hall or to Parents in a class assembly.

How the scheme is structured for Year 2

The requirements of the National Curriculum are taught through 1-2-3 Ocarina. The scheme has been written to enable non-music specialists to introduce the 4-hole ocarina, teach the reading of musical notation and increase active music-making in Year 2. The course enables children the opportunity to learn at least 5 ocarina notes, to play notes by reading music and to read the rhythms of the notes.

Children learn the inter related musical elements through listening to ocarina and song tracks and being taught as they listen and then experience through playing. Opportunities for un-tuned percussion accompaniment are also incorporated into the lessons. Children's musical learning is enhanced through the singing of songs that include the names of new notes being introduced and are designed to teach as well as be fun. The words of the songs always mirror the rhythms being played and point to possible musical expressions for the learning and performance.

This is how music is delivered for the Autumn and Spring terms. For the Summer term we use the Charanga scheme for the final two half terms.

How the 1-2-3 Ocarina Scheme is delivered

There are teacher books and pupil books and accompanying whiteboard displays. Children are supported with visual illustrations for the fingering of notes. Each page also contains the musical score for the song they are learning to play.

Medium Term Planning

Autumn Term (level 1) children learn 3 notes and how to read and name those notes on a staff. They learn to 'count in' internally and play 'rests' silently in both 4/4 and 3/4 time signatures. They secure a repertoire of 8 songs and perform to an audience.

Spring Term (level 2) children learn a further 2 notes and can read and name them on a staff. They can identify crotchets, minims and dotted minims. They learn to both slur and tongue notes and play staccato. They play in harmony and add a further 6 songs to their repertoire. They perform to a larger audience.

As with all schemes they need to be adapted to meet the needs of individual children. At Whitehall as books are our drivers for our learning and language development and understanding is our key focus, having so many EAL children, we supplement the Charanga and ocarina lessons through composing activities built around curriculum drivers or the 'favourite five'. This is done to specifically to support the development of composition. Children are given opportunities to create soundscapes and music that reflects the mood or feeling in a picture, or a book. This knowledge is built on the lessons KS1 have with Clip-Clop our Artis drama specialist. The skills are developed from the Listening and Appraising, Musical Activities and Perform/Share elements of Charanga and the musicality and understanding of rhythm developed through Ocarina 1-2-3.

Lesson Organisation

Mostly, everyone is taught together at the same time, page by page. However it might be useful to alternate this with some peer teaching where those who are more able can demonstrate and support the less able and so develop their mastery of the instrument. This later approach also enables the

teacher to engage in 1-2-1 support with those who are failing to achieve success. Within the composition element children are grouped in various groupings depending on the needs of the children during that lesson. These activities might be teacher or pupil led.

Differentiation

More able children are used to demonstrate new tunes and help to teach slower learners. Where there are percussion activities a simple pulse can be played by a less able group whilst the more able can play the more complicated rhythms. There is also the opportunity for some to sing as others play. There are also opportunities to play songs together which have varying degrees of skill and this allows for the development of whole class performances and the teaching of texture.

Ocarina Club

At the end of Spring term those who have made the most progress on the ocarina or who have reached a competent level of skill in both playing and reading music will be given the opportunity to develop and further their learning in a weekly after school club. They will be given their own Ocarina to practice with at home and the opportunity to perform in front of their peers and family at the end of Year 2 Arts review.

How the scheme is structured for Reception

For Reception, Music is delivered through the Early Learning Goals and the non-statutory guidance of the 'Development Matters' document. The aspects that relate to music are found in a few of the learning areas:

Communication and Language • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.

Physical Development • Combine different movements with ease and fluency.

Expressive Arts and Design • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

These areas of learning are taught through formal teaching, group work and activities set up for children to access independently indoors and outdoors. In addition to this EYFS have a weekly visit from a Music specialist called Rainbow Rhyme. They experience live music on a variety of instruments and learn the vocabulary and knowledge to prepare them for the next stage of learning in KS1. These sessions also enable them to experience the love of music from someone who has turned their passion into their career. They also receive live singing with guitar and music once a week for a singing assembly where they work through creating and developing a repertoire of simple nursery rhyme and counting songs to more complex tunes and rhythms. These singing sessions are also built around the 'interrelated musical elements'. Every half-term they take part in Artis lessons where they are exposed to music and dance

and use drama to develop their awareness of how music can be used to create an atmosphere or emotion.

Assessment for Key Stage 1

The Charanga document 'End of Key Stage Expectations (expected Music Learning for Key Stage 1)' has been designed to help teachers with questions and statements to support them in making a judgment about whether children have reached the expected musical learning that is required by the National Curriculum. This will be relevant for both Year 1 and 2. The assessment judgment will then enable the Teacher to place the child on the school's own matrix style assessment sheet to see attainment and progress across the year.

Interrelated Dimensions

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the center of all the learning in both Charanga and Ocarina 1-2-3.

The final unit in each Charanga year - 'Reflect, Rewind and Replay' - allows for revision and more extension activities and gives opportunity for teacher assessment. Music days delivered by visiting professional musicians also allow the teacher the opportunity to make observations of the children and assess their progress and attainment.

Assessment for Reception

For EYFS, Music assessment is made in relation to their age related development under the Early Learning Goal of Expressive Arts and Design. To reach this goal we use the support of the 'Development Matters' Document and the areas of learning mentioned above.

Children need to initiate and independently access and engage with music and song to reach the Early Learning Goal:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

John Palmer, October 22

Appendix 1

Charanga Scheme Progression with Teaching and Learning Outcomes

Appendix 2

Teaching the Music National Curriculum through the Ocarina

Appendix 3

Music Curriculum Progression of Skills and Knowledge