

Music

Intent

“Music is the true breath of life. We eat so we won’t starve to death. We sing so we can hear ourselves live.” Yasmina Khadra.

At Powerstock School, we value music because it is a powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. We know that music lifts a low mood, reduces stress, strengthens learning and memory and increases academic performance. Therefore, music is a vital part of each child’s development and every child should have the opportunity to develop their musical potential. We intend that all music is fun, inspiring and engaging so that children feel able, expressive and reflective, developing their own appreciation of music with the opportunities we provide as a school. Music is experienced at individual, group and whole school levels. We are committed to ensuring children understand the value and importance of music to their own and others’ lives and wellbeing and also the impact music has in the wider community.

Implementation

At Powerstock Primary school, children gain a firm understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions, and musical genres. This is embedded in classroom teaching as well as the weekly singing assemblies, celebration assemblies and club and class performances, the learning of instruments, Key Stage and whole school productions and the option to join extra-curricular musical activities. The elements of music are taught in the classroom lessons so that children are able to understand how music is made, played, appreciated and analysed. A variety of resources are used including Dorset Music’s Voiceworks and Music Express. Pupils also learn how to create music through technology, Garage Band is an example of apps that are used.

In KS1 children are taught music through carefully planned lessons involving singing and the use of tuned and untuned percussion instruments. This runs alongside singing in a variety of activities and situations within a school day such as taking the register, tidying up etc. Annual festivals such as Harvest, Easter and Christmas allow class and occasionally singing performances

In lower Key Stage 2, more musical opportunities are available through the Dorset Music Service ‘Music For All’ strategy. All Years 3 and 4 are given 2 terms of instrumental tuition which includes a performance at the end. Most commonly, tuition is for violin.

Upper Key Stage 2 pupils have the opportunity to follow these lessons further with smaller group tuition. Recorder lessons are also taught to Years 5 and 6 for a term as part of the national curriculum requirement.

As well as the violin, pupils are offered keyboard/piano tuition throughout Key Stage 2. A lunchtime singing club is also available to all of Key Stage 2.

The whole school is involved in a large school production at the end of the summer term. Singing is a large part of this with opportunities for solo performances for the older children in front of much larger audiences.

Powerstock School is involved with singing projects within the cluster and collaboration in West Dorset. We are involved with the festive Christmas Cracker event held in Bridport where children sing carols and Christmas songs to the public. Most years half or more of the school participate.

The progression grid provided by the subject leader ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. It enables teachers to plan for progression across the whole of the primary age range. Children are assessed according to age related expectations in line with curriculum requirements. This is done each term. The information is recorded by the class teacher and monitored by the co-ordinator.

Impact

For each child's journey at Powerstock School, their musical skills and understanding are built on year on year, from singing simple songs from memory and performing simple rhythm patterns in KS1, to more advanced techniques skills, and understanding in lower KS2, further developing in upper KS2 where the children are able to play an instrument confidently, and have the ability to read and follow a simple musical score. Throughout all of this the child's enjoyment of music is a key element, running alongside the 'taught' musical skills and objectives.

By the time children leave our school they will have a wide repertoire of music and its structures which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works. This will be evident through:

- A musical understanding underpinned by strong levels of aural perception, internalisation and knowledge of music, including developing levels of technical expertise.
- Good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A love of music and an appreciation of how important it is on a worldwide scale as well as on an individual scale (for example, being used as part of well-being strategies).