



Music

at Ludlow Primary School

Our Curriculum Drivers at Ludlow Primary School			
Social Skills and Language	Global Identity	Aspirations, resilience and growth mindset	Physical and mental health and well-being
Our Core Values			
Independence	Happiness	Honesty	Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them through music whilst developing key musical skills and vocabulary. They will explore how music is created, produced and communicated – giving them opportunities to express themselves creatively.

What Music looks like in our school:

- 🎵 Music is taught by teachers using the resource Music Express from Foundation stage up to Year 6.
- 🎵 However, children in Year 3 and Year 5 will be taught by music specialists from the SHROPSHIRE MUSIC SERVICE. Year 3 will receive whole-class tuition in ukulele whilst Year 5 will receive brass lessons.
- 🎵 Children will have the opportunity to perform – whether that be in class, in assemblies or in concerts.
- 🎵 There are dedicated classrooms set up for music teaching giving access to the range of percussion and tuned instruments.
- 🎵 There is a dedicated assembly slot for singing led by passionate staff whose aims are to taught to sing and use their voices – with opportunities to perform solo, duet or part of a group.
- 🎵 Children are taught to evaluate and appraise the music that they encounter – music of differing styles and genres from different times and places.

This is our philosophy:

- 🎵 Passionate staff who foster a love for the subject
- 🎵 High quality resources, allowing staff to model and scaffold effectively
- 🎵 Cross-curricular content - building on children's prior and current learning to develop a greater understanding and appreciation.
- 🎵 Children are given the opportunity to learn an instrument – not simply experience one.
- 🎵 Children are given an audience to perform to and experience the uplifting feeling of applause and appreciation

This is the knowledge and understanding gained at each stage:**By the end of Key Stage 1 pupils will:**

- 🎵 Use their voices expressively and creatively by singing songs and speaking in chants and rhymes.
- 🎵 Play tuned and un-tuned instruments musically
- 🎵 Listen with concentration and understanding to a range of high-quality live and recorded music
- 🎵 Experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of Key Stage 2 pupils will:

- 🎵 Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- 🎵 Improvise and compose music for a range of purposes using the inter-related dimensions of music
- 🎵 Listen with attention to detail and recall sounds with increasing aural memory
- 🎵 Use and understand staff and other musical notation
- 🎵 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- 🎵 develop an understanding of the history of music.

This is how it works:

-  Early writing is taught through mark making, then when the children begin RWI phonics, they are taught the correct letter formations. This begins with writing cvc words, moving onto short sentences using the sounds they have been taught. EYFS children are encouraged to write independently during continuous provision.
-  Writing is assessed consistently throughout the year through hot and cold tasks to begin and end each unit of writing. Teachers use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type.
-  There may be a 'hook' to start the unit.
-  Each lesson is planned and the needs of each child taken into account so that resources (including LA support) can be prepared/implemented.
-  Text are chosen/created to set high expectations and to mirror the grammatical features planned in for the unit.
-  Children are taught using the TALK for WRITING approach aimed at oral re-telling of a text - committing the vocabulary to memory. Teachers plan their genre and complete the imitation, innovation and invention processes.
-  There is a need for clear and purposeful modelling by staff where they demonstrate expectations, word choices and thought processes. Teaching/LA staff may update support materials e.g. working walls, word banks, writing toolkits whilst the modelling takes place.
-  Washing lines and working walls reflect the current learning and act as a resource bank for children to interact with should they wish to.

This is what adults do:

-  Learning walks to evidence the learning being taught
-  Gather perceptions from staff, pupils and parents
-  Deliver and organise whole school training to improve standards
-  Support, encourage, foster and nurture a love of music
-  Give wider opportunities by offering choir or additional small group tuition - ukulele

This is how we support:

-  Use of Pupil Premium funding to provide opportunities for instrumental tuition.
-  Display or provide a glossary of musical terms to aid pupils to develop their language and musical responses
-  Adapt instruments and equipment to overcome any physical or sensory barriers.
-  Give wider opportunities for performance e.g. Ukefest

This is how we challenge:

-  A greater expectation to use specific musical vocabulary in children's responses.
-  Solo performance opportunities.

This is how ensure all children can access the curriculum:

-  Effective planning giving specific consideration for Special Education Needs or Pupil Premium

This is what you might typically see:

-  Engaged learners who are proud of their achievements.
-  Collaborative learning
-  Sessions involving episodes of practical activity or using technology
-  Engagement and perseverance
-  Children talking, sharing and reflecting upon their learning

This is how we know how well our pupils are doing:

-  Teacher assessment
-  Feedback from peers/staff on performance levels
-  Feedback from staff who have been working with a child 1:1 (SEN)
-  Individual achievement based on musical grading

This is the impact of the teaching:

-  Children who enjoy communicating creatively through composition.
-  Children who can talk confidently about different styles/genre of music and makes links within other curricular areas e.g. History and Geography.
-  Inquisitive and reflective learners.
-  Children who sense the pleasure from learning an instrument or responding to music
-  Children who can use a wider range of musical terminology correctly
-  Children who voice a love of the subject
-  Children who are able to recall significant facts about musicians/composers
-  A greater number of children attending choir or wider musical opportunities.