



## Music at Ludlow Primary School

<b>Our Curriculum Drivers at Ludlow Primary School</b>			
<b>Confident Communicator</b>	<b>Citizen of the World</b>	<b>Growth Mindset</b>	<b>Healthy Body Healthy Mind</b>
<b>Our Core Values</b>			
<b>Independence</b>	<b>Happiness</b>	<b>Honesty</b>	<b>Kindness</b>

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 pupils' 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 develop communication skills through listening, singing and performing, learn about music from different cultures, comparing their differences and develop a real love and passion for Music.

**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.
- ♪ Wider opportunities are provided for the children to take part in after school music clubs, including choir and take part in community events, Youths make Music.

**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:**

- ♪ Music is taught on a weekly basis by staff who are passionate and want to inspire the children with a range of music.
- ♪ Delivery of Music is through the Music Express resources which allows for progression and enables children to build on the foundations they have already learnt.
- ♪ Elements allow for strong foundations to be formed in beat, rhythm, and pitch.
- ♪ Children are given opportunities to explore a range of areas within music, including, singing, playing instruments, improvising, and exploring, composing, listening, and appraising.
- ♪ The areas above are revisited throughout the Key stages allowing children to make connections with previously taught knowledge and develop this further.
- ♪ Children are encouraged to learn how to play an instrument.
- ♪ Where appropriate links are made across the curriculum and music is included.

**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, Youth makes Music, Carol service at Hereford Cathedral.

**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
- ♪ Children performing with confidence
- ♪ Happy children who are able to demonstrate a love for Music.

**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.

## What is Cultural Capital?

### Powerful subject knowledge in Music

- ♪ The Music curriculum
- ♪ The development of skills and techniques in Music
- ♪ The knowledge of how to use instruments correctly.
- ♪ The knowledge of local, national and worldwide musicians, singer/songwriters and composers and their importance to society
- ♪ Gaining an understanding about how music throughout history reflects society at that time.

### Powerful personal knowledge in Music

- ♪ The celebration of music achievements
- ♪ Exposer to performances (panto visit etc)
- ♪ Opportunities to perform (Nativities etc)
- ♪ Workshops by visiting musicians
- ♪ An understanding of careers related to music
- ♪ Understanding the opportunities that are available in the future to allow them to become life-long learners

## SMSC links in Art and Design at Ludlow Primary School

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. At Ludlow Primary School, links to SMSC are made across the Music curriculum to create a child centred approach to developing skills and an appreciation for Music.

### Spiritual

- ♪ Exploring creativity through producing their own music and composing.
- ♪ The ability to enquire and communicate their ideas, opinions and feelings
- ♪ Developing a sense of awe and engagement of different styles of music from across the world.
- ♪ An appreciation of how music can create a mood or evoke a spiritual reaction
- ♪ Reflecting on and sensitively critiquing their own and others music
- ♪ Learning about the significance of music in different religions
- ♪ Learning hymns in singing assembly.

### Moral

- ♪ Providing respectful feedback and evaluations of others' music and composing
- ♪ Promoting sharing of resources lessons
- ♪ Respecting equipment and the environment they are working in
- ♪ Rewarding good behaviour
- ♪ Rewarding effort and perseverance
- ♪ Listening to teacher and peer feedback
- ♪ Promoting trust with peers and a willingness to share work

### Social

- ♪ Creating a sense of community in lessons and clubs
- ♪ Interacting with the school community through displays and Dojo
- ♪ Encouraging pupils to recognise and respect differences and similarities
- ♪ Celebrating success both in and out of school
- ♪ Encouraging extra-curricular activities and involvement in community music events such as visiting the panto and choir visits
- ♪ Producing collaborative performances (nativity plays)
- ♪ Providing peer opportunities for peer support in lessons
- ♪ Discussing and researching a range of musicians, composers and genres.
- ♪ Encouraging and developing communication skills

### Culture

- ♪ Gaining an understanding of music from different cultures
- ♪ Learning about the achievements of musicians and composers from around the world
- ♪ Cultural engagement through visits to performances.
- ♪ Learning about significant musicians and composers throughout history
- ♪ Gaining an understanding about how music throughout history reflected society at that time.

