



## **Music at Ludlow Primary School**

### **Our Curriculum Drivers at Ludlow Primary School**

<b>Confident Communicator</b>	<b>Citizen of the World</b>	<b>Growth Mindset</b>	<b>Healthy Body Healthy Mind</b>
-------------------------------	-----------------------------	-----------------------	--------------------------------------

### **Our Core Values**

<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:**

- Ludlow Primary School follow SparkYard for our music curriculum, whilst also promoting opportunities for children to learn instruments in KS2. This allows children to gain a broad and full understanding of all areas outlined in the National Curriculum.
- Children in KS2 will be taught by music specialists from the SHROPSHIRE MUSIC SERVICE.
- SparkYard allows for High quality modelling and scaffolding of the skills, leading to high quality musical skills.
- Children are able to learn through exploring different genres whilst acquiring new skills, taught how to evaluate and appraise the music they have encountered. It provides Cross-curricular links wherever possible, allowing children to gain a love of music.
- Children will have the opportunity to perform and showcase their musical skills in the classroom, during assemblies and through attending concerts and wider links with the community.
- There is a dedicated assembly slot for singing led by passionate staff. This aims to teach children to sing and use their voices – with opportunities to perform solo, duet or part of a group in front of an audience.
- Children's skills will be developed in line with a clear skills progression (see music curriculum document within the planning folder). This document enables the children to develop new skills each year and covers all the four strands of the NC.
- Wider opportunities are provided for the children to take part in after school music clubs, including choir and take part in community events like the DHMAT Christmas Carol Service.

**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 Early Year Foundation Stage:**

- 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

**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:**

- Throughout their time at Ludlow Primary School, children will cover a wide range of exciting topics, from SparkYard. They will have learnt and developed Music skills in accordance with the Ludlow Primary School skills progression document. This allows the children to acquire and develop music skills appropriate to their year group and ensures progression throughout the school.
- Opportunities are provided to explore a range of areas within music, including, singing, playing instruments, improvising, and exploring, composing, listening, and appraising.
- Music lessons will be taught once a week in each year group by staff who are passionate and want to inspire the children to develop a passion for music.
- Where appropriate, links with other areas of the curriculum will be embraced to provide a more meaningful learning experience.
- Children will be given opportunities throughout the year to perform and display their musical skills.
- Children in KS2 will be given the opportunity to learn an instrument.
- Singing assemblies happen once a week in KS2 and once a fortnight in KS1, developing pupils to develop their aural and performing skills.
- Raised profile of music through Christmas, Easter, and Summer performances.

**This is what adults do:**

- Create an engaging learning environment, which supports, encourages, fosters and nurtures a love of music.
- Gather perceptions from staff, pupils and parents and deliver CPD where needed.
- Subject leader will carry out regular monitoring which will include pupil voice.
- Provide wider opportunities to the children by offering music clubs, including choir and chances to link with the community to perform (visits to the Residential Homes).

**This is how we support:**

- Use of Pupil Premium funding to provide opportunities for instrumental tuition.
- Display and provide knowledge organisers with a glossary of musical terms to aid pupils to develop their key vocabulary and musical responses.
- Use of Visual prompts to key vocabulary.
- Staff will be provided with a knowledge organiser for the current year they are teaching but also the previous years to support effective delivery.
- Adapt instruments and equipment to overcome any physical or sensory barriers.
- Give wider opportunities for performance e.g. DHMAT Carol service at Hereford Cathedral and Youth makes Music (Ludlow Assembly Rooms).

**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.
- Adaptive teaching strategies used, dual coding, chunking, providing enlarged visuals.
- Positive role models used to support SEND children.

**This is what you might typically see:**

- Children at Ludlow Primary School will be able to speak confidently about their musical learning, skills, and knowledge.
- They will have a good depth of knowledge about the topics studied and will be able to apply this knowledge and skills to their learning in the future.
- Engaged and enthusiastic learning who are proud of their achievements.  
Children being able to ask and answer questions about their topics.
  - Have a good appreciation for different genres of music.
  - Able to work collaboratively, reflecting upon their learning.
  - Able to recall key facts about significant musicians and genres.
  - Be actively involved when playing instruments and performing with confidence.
- Happy children who can demonstrate a love for Music.

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

- Teaching lessons, which follow SparkYard.
- AFL - Teacher assessment
- Feedback from peers/staff on performance levels
- Feedback from staff who have been working with a child 1:1 (SEN)
- Pupil voice
- Photographic and video evidence.
- Monitoring of progress in line with music express and Ludlow Primary School skills progression.

**This is the impact of the teaching:**

- Children can enjoy communicating creatively through composition.
- Children will be able to talk confidently about different styles/genre of music and make 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 can use a wider range of musical terminology correctly.
- Children demonstrate a clear love and passion for Music.
- Children will be 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 Christmas, Easter and Summer performances)
- 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 Music 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 and how it can form a part of worship.
- Learning a wide variety of songs from different musical genres in singing assembly.

### Moral

- Providing respectful feedback and evaluations of others' music and composing
- Promoting sharing of resources
- 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 (Christmas, Easter and Summer)
- Providing peer opportunities for peer support in lessons.
- Discussing and researching a range of musicians, composers, and genres.
- Encouraging and developing communication skills
- Building a rich, respectful learning environment where children can flourish.

### 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.

