



Music Intent, Implementation and Impact Statement

Intent

Music plays an important role within the curriculum at Old Park School and is fundamental to supporting communication and social interaction within our school and should be an enjoyable experience for pupils. Pupils have the opportunity to experience, listen to, perform and evaluate music from a range of genres and historical periods. Pupils will use their voices and experience a range of instruments where they will have the opportunity to compose and perform as individuals and with others. Pupils will learn how music is created and will begin to understand pitch, dynamics, tempo, timbre, texture and structure.

In addition, there are opportunities for those children showing musical aptitude to be able to develop their musicianship through specialist 1:1 instrumental lessons with a visiting musician from Dudley Performing Arts.

Implementation

Music is taught as a discrete subject but also across the curriculum. At Old Park School our music curriculum is delivered by both classroom teachers and visiting music specialists from Dudley Performing Arts. All teachers support and facilitate access to the music curriculum by differentiation, adult support and appropriate choice of musical equipment as necessary. There is a wide range of capability across the school; tasks and activities are designed to allow pupils to engage at their own level and make progress.

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Key Stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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 interrelated dimensions of music

Key Stage 2 Pupils should be taught to:

- 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 interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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

At Old Park School, our Music curriculum is based upon the Charanga scheme of work (Original and SEND Anyone Can Play). Each term focuses on different aspects of musical skills, and this is then supported by relevant Charanga units. These skills should be linked to the current theme of the topic to allow for a broad range of experiences in a variety of music genres. The core music skills will be repeated yearly with the content altering to reflect the terms topic.

	Music skill focus Linked to theme	Charanga units Primary	Charanga units Secondary
Autumn	Pulse—beat Dynamics - loud/quiet	Unit 1 - Introducing Instruments <u>Pulse:</u> <u>Dynamics:</u> Unit 5 - Introducing March Unit 10 - March Unit 6 - Introducing Loud and Quiet Unit 11 - Loud and Quiet	<u>Pulse:</u> <u>Dynamics:</u> Unit 14 - Right Sound - Right Time Unit 18 - Shhh! Unit 19 - Playing Quietly Unit 23 - Pulse
Spring	Tempo Pitch	Unit 2 - Exploring Instruments <u>Tempo:</u> <u>Pitch:</u> Unit 7 - Contrast Unit 8 - Imitation	<u>Tempo:</u> <u>Pitch:</u> Unit 13 - Instrument Skills Unit 17 - Shake-Tap-Ring Unit 20 - Using flash cards Unit 24 - Pitch

Summer	Rhythm Duration Long/short	Unit 3 - Choosing Instruments <u>Rhythm:</u> <u>Duration:</u> Unit 4 - Introducing Sway Unit 9 - Waltz Unit 12 - Boogie Train	<u>Rhythm:</u> <u>Duration:</u> Unit 15 - Playing in a Group Unit 16 - Directing Unit 21 - Composition Unit 22 - Patterns
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The Music curriculum is written in consultation with and enhanced by the following -

Subject Specific	Pathway 5 Blossom	<p>OPS Scales 15: Subject blossom Skills, Concepts, Knowledge, Vocabulary</p> <p>Early Key Stage 2 outcomes</p> <p>Enrichment Opportunities: Half termly visits from Dudley Performing Arts 'Music Man'. Individual music lessons for gifted and talented musicians. Makaton choir. Yearly visits from Dudley Performing Arts – Planet jazz, Guitar show etc.</p> <p>Cross-curricular links to 'My World' theme and other subjects</p>
	Pathway 4 Shoots	<p>OPS Scales 10-14: Subject shoots Skills, Concepts, Knowledge, Vocabulary</p> <p>Development Matters Physical Development: Reception age pupils</p> <p>Key Stage 1 outcomes</p> <p>Enrichment Opportunities: Half termly visits from Dudley Performing Arts 'Music Man'. Individual music lessons for gifted and talented musicians. Makaton choir. Yearly visits from Dudley Performing Arts – Planet jazz, Guitar show etc.</p> <p>Cross-curricular links to 'My World' theme and other subjects</p>
	Pathway 3 Roots	<p>OPS Scales 5-9: Subject roots Skills, Concepts, Knowledge, Vocabulary</p> <p>Development Matters Physical Development: 3-4-year olds</p> <p>Enrichment Opportunities: Half termly visits from Dudley Performing Arts 'Music Man'. Individual music lessons for gifted and talented musicians. Makaton choir. Yearly visits from Dudley Performing Arts – Planet jazz, Guitar show etc. Cross-curricular links to 'My World' theme and other subjects</p>

Not Subject Specific	Pathway 2 Learning to Play, Learn and Live	Reference only: Willow Dene Stepping Out Development Matters Physical Development: Birth to 3 Enrichment Opportunities: Half termly visits from Dudley Performing Arts 'Music Man'. Mr Tumble Makaton club. Yearly visits from Dudley Performing Arts – Planet jazz, Guitar show etc. Yearly visit to DPA for the Harmony Orchestra event Cross-curricular links to 'My World' theme and other subjects
	Pathway 1 Multi-sensory Foundations for Learning and Life	Reference only: Willow Dene Footsteps Development Matters Physical development: Birth to 3 Enrichment Opportunities: Half termly visits from Dudley Performing Arts 'Music Man'. Mr Tumble Makaton Club. Yearly visits from Dudley Performing Arts – Planet jazz, Guitar show etc. Yearly visit to DPA for the Sensory Orchestra event. Cross-curricular links to 'My World' theme and other subjects

Enrichment Opportunities

Dudley Performing Arts events
Participating in concerts both performing and attending
Visiting musicians & performers

Impact

Music plays an important role in the lives of all of our pupils. It helps them to express and communicate their emotions and individuality as a person, develop wellbeing, promotes listening and develops concentration. Impact will be assessed through practical music making, listening to children playing instruments, taking part, experiencing and watching them respond. Evidence is built up by means of written evidence, video and sound recordings taken throughout the term or when there is something significant to note. These should show development of musical skills, particularly co-ordination, turn taking, solo performance and expression and improvement in social skills such as co-operation and team work. Pupil voice is also important in the review of the music provision at Old Park School.

Education Health Care Plans

There are clear links that impact across all four areas of the EHCP within Music.

Communication: the ability to express opinions relating to our own and others' work whilst developing choice making skills. The ability to share how one is feeling through musical expression.

Cognition and Learning: understanding the processes creating music, the techniques used to create sounds and how sounds complement one another and an appreciation of the different genres of music. Recognising and respecting our own and others' skills. Evaluating different compositions and reflecting on our own and others' work.

Social, Emotional and Mental Health: using music as a medium to express ourselves freely and promote wellbeing. Co-operating with peers to create collaborative pieces of music. Developing confidence and a sense of pride in our work and skills. Understanding the cultural relevance and purpose of music from around the world.

Sensory and Physical: Tactile exploration of a range of different musical instruments and other objects that can be used to create sounds. Develops hand-eye coordination, special awareness and fine motor skills. Develops awareness of our own bodies through song and sound creation.

Pre-Subject Specific Learners

Pre-subject specific learners are able to engage with a sensory curriculum in which sound and music play a vital role. These learners may begin their journey via instinctive physical responses to sound and emotional responses to music and song, before experimenting with different instruments such as shakers, bells and drums. Over time they will develop engagement with a range of more complex instruments and less familiar sounds. Music can motivate our pupils to broaden their experiences whilst enjoying sharing sounds, songs, rhythm and movement.

These pupils may passively or proactively explore ways to make sounds. They may learn about patterns and rhythm whilst experimenting with instruments. They can learn to combine their work with their friends' in order to enrich each other's experience of music. They can engage with and appreciate each individual's own solo performance or their contribution to a collective piece.

These outcomes can be enhanced with the use of resonance boards. These are introduced to pupils in Early Years & KS1 and their use will progress through the school with them, allowing pupils with sensory and physical needs to experience and enjoy music through physical sensations. The use of resonance boards may also compliment programmes such as Soundabout.

Encounters with different genres and performers will help to enrich their experiences and may inspire them to make sounds and music of their own.

Subject Specific Learners

Subject specific learners will learn about the variety of different musical genres, as well as the instruments and techniques used to create music across different cultures. They will develop their

understanding of the music making process and be able to explore a variety of instruments and ways of making sound independently in increasingly complex ways.

The pupils will learn more about prominent musical artists from modern times and the past, learning to identify their style and contribution to the wider development of different musical traditions. They will compare many musicians, composers and singers and identify similarities and differences.

Our learners will be able to develop their own forms of self-expression by experimentation with the creation of sounds and music in order to develop their unique voice through their work. They will also cooperate with their peers to create shared pieces that will reflect their identity as a class or a group.

Pupils will develop a feeling of pride in their work and be able to promote their own well-being and that of those around them through appreciating and creating music.

Preparation for Adulthood

During an Old Park School stakeholder consultation on Post 19 hopes and aspirations across all pathways, a variety of responses were received. The following are addressed through the Music curriculum:

- Be happy, have fun and express themselves, making memories for the future.
- To support pupils to have an understanding of the world, people and places around them.
- To have a voice to say 'this is me' and 'I am proud'.
- Promote communication by expressing ideas, opinions and developing choice making skills.
- To develop confidence in themselves, their abilities and when applying skills in different situations and environments.
- To encourage independence skills.
- Develop interests and hobbies and support the development of career choices.
- To experience a wide range of enrichment opportunities to inspire.