



Music Handbook

"There is music in every child. The teacher's job is to find it and nurture it." Frances Clark

Approved by: Headteacher & SLT

Last reviewed: September 2023

Next review: July 2025

Intent

For music to be used to bring life into everything we do. To ensure Gaskell Primary School grows passionate, confident, enthusiastic, reflective musicians in a music loving, experience rich and 'singing' school.

Implementation

Why has the specific content knowledge been selected?

The National Curriculum aims to ensure that all of the children:

- 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

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes>

Why is it taught in the order that it is?

Bolton Music Service have laid out a skills progression document for each year group that covers each of the elements outlined by the National Curriculum. This is then interwoven within the topic focus for each class with a greater focus on Singing in Autumn Term, Instruments in Spring Term and Composition in Summer Term, with musical listening and appreciation being a focus throughout the year.

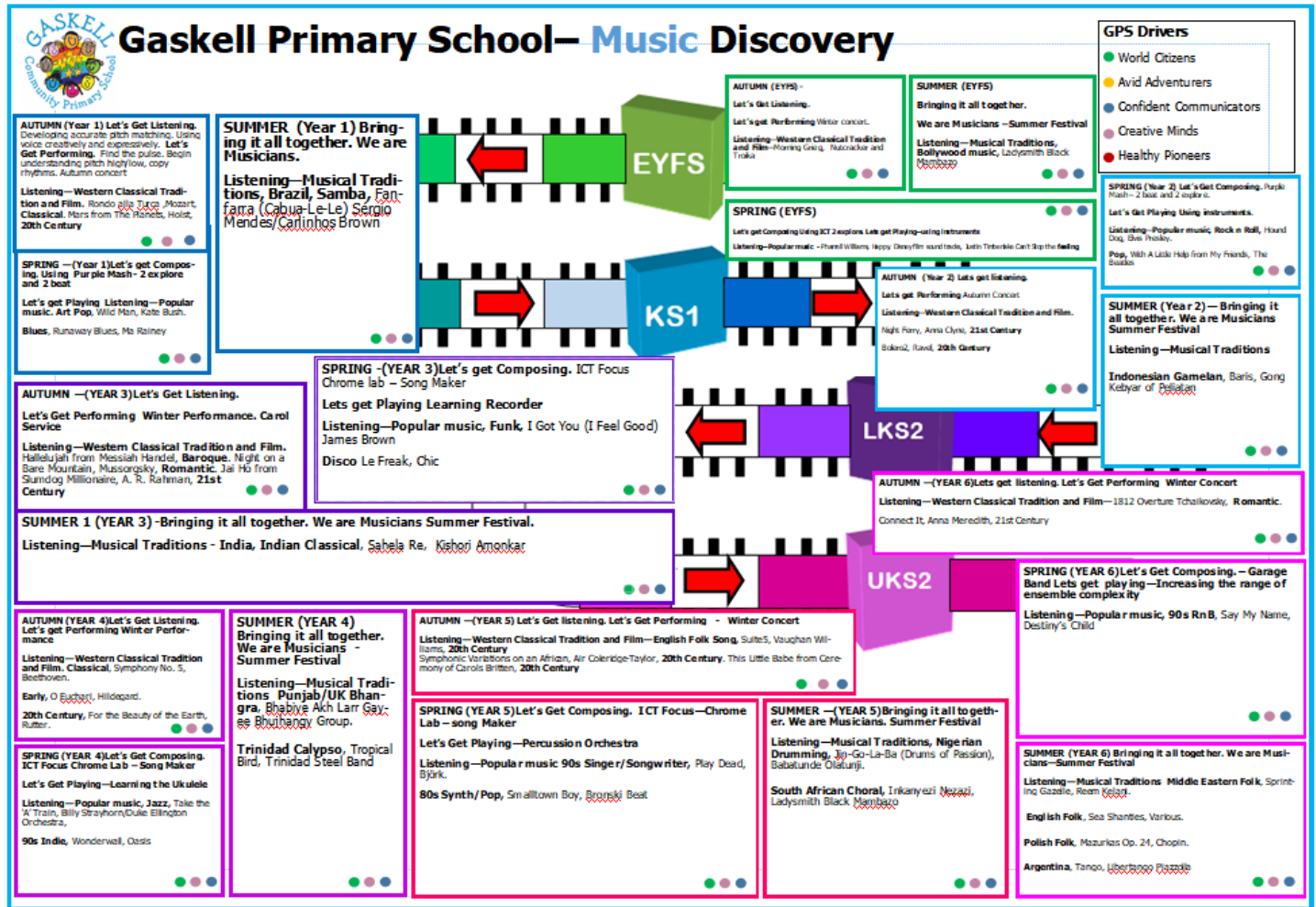
How are Music lessons taught at Gaskell Primary School?

Music is taught by music specialists bought in from Bolton Music Service. These teachers work on a progressive repeating cycle so each class builds upon their previous knowledge. Each lesson is a progression from the previous lesson with the flexibility to repeat the skills not acquired or offer more challenge if the skills are acquired quickly. Vocabulary is taught throughout to build up a core of Musical Language. By the end of each key stage, the children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This is taught in a weekly lesson and then the skills are reinforced through Assembly time, 'Big Sings' and extra opportunities to take part in musical opportunities within the school such as instrumental lessons and extracurricular activities.

Impact

We ensure that the children at our school are equipped with musical literacy that will enable them to be ready to create, play, explore and enjoy wider music opportunities as they grow older. The approach of using music as a soundtrack for life will allow the children to adapt, to confidently play, explore and enjoy different musical opportunities that they are given. We aim to develop them musically to give them a creative outlet, healthier lifestyle and promote healthy mind practises both in and out of school.

Curriculum Structure



Please see the skills progression document for Music.

Within this curriculum, our children are able to use their prior knowledge to develop further understanding of essential skills that can be used to explore music, singing, instruments and music appreciation.

Within Music, we investigate, listen to and describe different genre of music and use this to create our own music. We investigate patterns and learn how to communicate musically. This curriculum gives plenty of opportunities to apply the skills and the knowledge learnt through music sessions to

Planning

The music planning links in with the topics each year group are studying every half term but uses the Bolton Music Service Primary Music Curriculum Skills Progression Framework to ensure that all elements are covered and regularly revisited. A year group vocabulary and suggested listening mat is used to help embed this learning following the ideas of Rosenshine's principals of learning. We also make explicit links to our school drivers to ensure the children understand that when they leave Gaskell they have experienced essential life skills such as being a Confident Communicator, an Avid Adventurer, a World Citizen, a Creative Mind, or a Healthy Pioneer. Children's learning is evidenced on Seesaw.

Assessment

During the lessons, this is done through teacher observation, peer observation, self-assessment and performance. Feedback is given verbally. This can be done live or with video review. We also use **INSIGHT** to assess essential skills that the children learn throughout their music lessons. The knowledge, understanding and skills specified in the Skills progression Framework, forms the basis of learning objectives for each term's music lessons. The information gathered during each unit about the performance of individual children and groups, enables us to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each term has been completed, teacher assessments (0, 1 and 2) are updated on **INSIGHT** which is in line with our skills progression document. Seesaw will also be used to support objectives and showcase evidence.

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