



Music at Maltese Road Primary School

Intent

At Maltese Road Primary School, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We embrace the National Curriculum purpose of study which states:

“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.” (National Curriculum, 2014).

At Maltese Road, music plays a big part of our everyday. We recognise that music has the ability to spread self-confidence and joy through our school. We recognise the important role that music can play in people’s lives and are committed to helping our pupils to realise the significance music can have in the wider community. Our intent is to promote a love of music and singing across a broadened curriculum, and build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being. Our teaching focuses on developing the children’s ability to understand rhythm and follow a beat. Through listening to and singing songs, children learn about the structure and organisation of music and are taught to appreciate different forms of music. Children throughout the school develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Implementation

At Maltese Road we use **Charanga Musical School** (Essex Music Hub) to support our planning and delivery of music in line with the National Curriculum.

“Through the Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The children not only learn about music; they become musicians who are able to share and perform using their new skills” (Charanga.com, 2019).

We believe that **Charanga** is a supportive tool for pupils and staff; it ensures we follow our statement of intent while keeping consistency for pupils and reducing teacher workload. This scheme provides teachers with week-by-week lesson support for each year group in the school, including EYFS. It is ideal for specialist and non-specialist teachers and provides lesson plans,



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assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

Teachers may use additional music teaching to supplement their use of Charanga where appropriate. For example, during a Stone Age topic the Year 3 teacher used recordings of pre-historic music for the children to listen and appraise. During their Great Fire of London topic, Year 2 were taught 'London's Burning' when learning about singing in a round. In addition, performances such as KS1 Nativities, Harvest festivals, Easter and end of key stage productions are the ideal time to develop pupil's singing and performance skills. Therefore the teacher may decide to substitute the Charanga lessons, for that half term, with time spent preparing children for their performance(s).

Peripatetic music teachers are encouraged to come into school and work with children wishing to learn and develop their skills playing particular instruments. The school choir club allows the children attending to sing to a range of differing audiences and build upon songs that they have learnt through their music lessons, as well as widening their song repertoire through other songs and experiences such as Christmas and summer fetes.

Impact

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as book scrutinies, lesson observations, recorded videos, school performances and pupil interviews.

Music at Maltese Road, will ensure that pupils enjoy listening to and performing music of different styles and genres. Children will be able to evaluate and compare pieces of music that they have listened to, sing, feel a pulse and play instruments. All children will develop an understanding of music culture and history, both in relation to their own cultural backgrounds and those from around the world. Children will also have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.