

The British School

Working together for our children's future



The British School Music Curriculum Intent, Implementation and Impact

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Introduction

Music is a creative foundation element of the National Curriculum and involves activities where pupils learn by doing. Music makes an important contribution to the education of every child in developing their creative and expressive skills. It engages children with technical processes and provides opportunities to explore and give shape to emotional, intellectual and spiritual aspects of life, something we highly value and regard at The British School.

We firmly believe that through our teaching of music, we contribute a great deal to the ethos of the school by linking with the community in a positive way, encouraging creativity and inspiring children in the performing arts. Children need to express and share their feelings, thoughts and ideas and interpret their own experiences. They are able to do this through composition, performance and appraisal in music. Music is an important mode of communication that derives from and contributes to our culture and society. Each child responds to music through varying degrees of emotional, intellectual and spiritual satisfaction. Music increases self-confidence, enhances musical talent and offers children a great sense of achievement.

Being engaged in music activities contributes to pupils' learning in many ways. It enables them to make sense of the world they live in, reflect on experiences they have had and communicate in a meaningful way. Children gain pleasure, enjoyment, self-confidence and satisfaction through performing, composing and appraising. We provide all children with a wide variety of musical enrichment experiences as well as their music lessons, including live performances, music themed days and visits for children to perform.

Through our music curriculum and enrichment, we ensure children are engaged in music learning, aim high to achieve all they can, show courage and resilience when performing and facing challenging music learning and show kindness and respect for other performances and for music that shows them differences in their world.

Equality, diversity and inclusion in Music:

At The British School, we create an inclusive culture of achievement, high standards and high expectations.

Music plays an important part in the life of our school. It is available to every child and all children take part in musical activities; making a positive contribution to the life of the school and local community. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability.

Music from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children. Opportunities for music making and performing in public are made available to all, on occasions such as concerts and special celebrations. These help to develop feelings of self-worth and identity. Using pupil premium we actively encourage disadvantaged pupils to learn an instrument and we provide free tuition and free instrument hire.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class teachers, in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In music lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher and TA;
- High-quality modelling;
- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of differentiated resources and/or equipment;
- The provision of additional resources and/or equipment;
- Additional support with practical work;
- The provision of coloured paper and overlays (dyslexia)

Teachers provide feedback and marking to all pupils, in line with our school marking and feedback policy.

INTENT:

The British School follows the National Curriculum and the Early Years Foundation stage (under Expressive Arts and Design), which sets out the skills, knowledge and concepts of the subject. Each year group has been broken down into the key areas of music and aims for children in every year to be able to listen to and appraise music, compose, perform, understand musical vocabulary and its history. Staff use Kapow to teach music. This develops confidence and ensures all are equipped with teaching music to a high standard. Additional music resources, such as BBC Ten Pieces, are sometimes used. Music specialists also support teachers with instrumental teaching, for example with recorders and ukuleles. All children are involved with music within school, whether that be through class teaching, whole class instrumental lessons, whole school singing, singing club or through individual music lessons. Disadvantaged children and children with SEN access music throughout their time at The British School, showing that our teaching supports all groups of children in achieving success and reaching their potential with music.

We aim to:

- Promote and support curriculum music for all children as an entitlement through their classroom experiences.
- Provide experiences and resources that promote knowledge, skills and understanding in music, in relation to both their own and others' musical traditions.
- Provide learning experiences in music that promote confidence and development of the child.
- Promote a music curriculum with relevant differentiated experiences.
- Promote progression and continuity in music through careful curriculum planning and monitoring of each child, in line with assessment policies.
- Promote opportunities for the children to develop musical skills, through an extended curriculum.
- Promote the continuing development of expertise and confidence in music for members of the teaching staff.
- Promote the teaching of music using a creative curriculum approach and including the use of technology where appropriate.
- Provide experiences in music that help children with learning about the world, different cultures, traditions, styles and develop their cultural capital.

Who Will Teach Music?

Classroom teachers will teach music to their own classes. Teachers may arrange for the Music Co-ordinator to teach some or particular lessons, if this is agreeable to all teachers affected. The Music Co-ordinator may teach music to the whole school for occasions, such as concert rehearsals. Some classroom teachers may choose to use their PPA teacher to deliver the music curriculum in their classroom. Music specialists (from Glos Music Hub) will sometimes teach whole class instrumental sessions, such as recorders with Year 3 and ukulele with Year 5/6.

How Much Time for Music?

Music is essentially a practical subject - performing, composing and appraising are the only possible ways of experiencing music at its best. Children will be given opportunities for working in groups, pairs, individually or as a class. There will be opportunities for the whole school to join together to practice and refine their singing/performing. Classes will have music lessons at least weekly 4 terms per year. However, music will be a part of daily life within the school such as within singing assemblies or through listening to music throughout the day, whilst working and learning through topics.

What will be taught?

- EYFS

Pupils in EYFS will have opportunities for music through their daily provision. This will include:

- Engaging in daily rhymes, poems and songs.
- Listening to music from different cultures, developing an understanding of the world.
- Being imaginative and expressive with music, including using instruments.
- Having opportunities for performances.

Children in reception will have the opportunity to learn about and experience celebration music. They will explore sounds, music and movement. Some of their music learning and experiences will be provided through stories and rhymes.

- Key Stage 1

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking 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 interrelated dimensions of music

In order to achieve this, following our curriculum overview linked with Kapow, pupils in KS1 will have the opportunity to; learn about musical skills and vocabulary, sing songs, learn about and listen to different genres of music as well as develop an awareness of different styles, traditions and cultures linked with music. There will also be opportunities for playing a range of instruments within music lessons. Music technology will be introduced in KS1 within children's computing lessons. As well as end of unit performances, children in KS1 will perform at Harvest, Christmas and Easter.

- Key Stage 2

Pupils will learn to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will 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

This essentially covers the areas of performing, composing, listening and appraising. These curriculum strands will be met by following Kapow, where specific music lessons will provide children with opportunities to sing and use their voices expressively and by developing technique, explore a variety of musical instruments together (recorders, glockenspiels and ukuleles) and also learn and use specific music vocabulary. Children in KS2 will have opportunities for composing and will respond to a variety of genres of music. There will be opportunities to use music technology and children will learn about topics through music (such as Rainforests, Pop Art, Africa

and Blues). Music objectives will also be met through singing assemblies, where children will practise singing and hearing a variety of music types.

Opportunities for performing will be integral and will support children's understanding of live and recorded music types. At the end of each unit, classes, groups and individuals will have the opportunity to perform as well as KS2 children performing at Harvest, Christmas, Easter and a summer production/performance.

IMPLEMENTATION:

Planning

Teachers use Kapow to plan and deliver music lessons, ensuring that all strands and objectives are covered. This encompasses and follows the Early Years Foundation Stage strands and the National Curriculum. Classroom music is planned by individual teachers to accommodate their particular class, including differentiation to support all groups of children. Kapow involves all aspects of the music curriculum in a stimulating and engaging way for the children and ensures progression throughout the year groups and classes. Music specialists from Glos Music Hub plan for whole class instrumental sessions (ukuleles and recorders) and share this planning with class teachers, who adapt as necessary for their own classes.

The Extended Curriculum

All children are offered the opportunity to join our school singing club. All children will be encouraged to perform during the year in various assemblies, such as the Harvest and Easter concerts, at the Music Open Evening and other various community events we are involved in, such as Wotton Arts Festival and the local Rotary concert. There is also an opportunity for children to attend larger events that celebrate music, such as Young Voices. These opportunities that we provide, support our community and develop children's experiences.

Children from Reception to Year 6 are offered SMASH Hit lessons. These instrumental lessons are conducted in groups involving keyboard, drums, guitar and voice to create 'rock bands'.

Children from Year 1 to Year 6 are offered Guitar lessons. These are conducted in small groups and are run by We Create Music.

Performers/Outside Musicians

Professional musicians from the county are encouraged to perform at least once a year at The British School, for example, a woodwind ensemble or string quartet. Musicians are also invited to our World Music Day at the British School, where they perform to the children during a showcase assembly, (for example, African drumming and a local accordion player). Pupils from Katherine Lady Berkeley (KLB) School are encouraged to perform at our school, which fosters links with the continuing musical careers of British School ex-pupils and inspires the younger children. The children are also given the opportunity to perform with children from other primary schools and KLB in a local concert each year. Opportunities to hear musical ensembles, soloists, or participate in music workshops within school or outside, are taken whenever possible. The British School offers theatre trips to the children every other year to experience music and drama. Singing club have the opportunity to take part in Young Voices.

Cross Curricular Links

Music can support and enhance the learning process in other areas of the curriculum. Below are some examples of how cross-curricular links are made within music at The British School.

Subject	How music is linked
Language/ Speaking	Use of words to teach about rhythm and rhyme, discussions of song words to stimulate language development, talking about how music makes people feel, performing of songs to reinforce new vocabulary, using music to enhance drama, evaluating a recording of a musical activity or recorded music.
Reading	Reading song lyrics and discussing meanings of the words we sing about. Using music to develop comprehension about themes and plot. Reading music, through graphic notation and scores.
Mathematics	Singing counting songs, exploring shape and pattern in songs and own compositions, making own graphic scores and sequencing sounds, sorting into sets of sounds.
Science	Developing an awareness of sound in the environment, studying sounds produced in different ways by different materials, understanding how sounds are produced, investigations into ways in which sounds can be altered.

Art	Responding to music by painting, collage etc/ responding to art work by composing music, exploring common features such as pattern, shape, structure and texture.
History	Relating style of music to an historical period, using music to evoke a sense of period.
Geography	Appreciating music from different cultures and countries, using music to evoke a sense of place, using sounds in the environment to stimulate musical composition.
Religious Education	Becoming aware of the role of music in religious ceremonies in a range of religions, taking part in acts of worship by singing religious songs, listening to pieces of music composed by religious groups to evoke a sense of feeling and sincerity.
Technology	Designing and making musical instruments / carriers etc.
Physical Education	Exploring rhythm through movement, using dance as a stimulus for composing and dance.
Computing	Using relevant software programmes to enhance performing and composing (Music Technology)

Equal Opportunities

All children, regardless of cultural origin, gender or physical ability have the right to experience and enjoy music. Teachers ensure that musical opportunities are provided for girls and boys equally, and we strive to encourage all children to participate in musical activities.

Those children who have Special Educational Needs in our school have access to the full music curriculum. Music can be particularly important, both as a source of pleasure and as a mark of individual or group success. Children with SEN will benefit enormously from participation in musical activity and this also enables them to:

- Experience a sense of achievement and self worth
- Make individual contributions
- Develop confidence
- Communicate their ideas to other people in different ways

Teachers also identify and enable the development of musical giftedness. Through careful planning, teachers ensure that music lessons and activities are differentiated to enable all children to be challenged and reach their full potential musically.

IMPACT:

Monitoring and Evaluation

Periodic moderations and robust observations will take place to provide a full overview of what and how music is being taught in the classroom. Displays on musical themes and vocabulary, classroom observations and work scrutiny will also offer an evaluation of music provision in the school. The Music Co-ordinator may collect teachers planning to review coverage and provision. Each child will have a music folder, where assessments, quizzes, knowledge organisers and resources from music lessons will be kept. These will all be used to monitor music teaching and learning. The Music Co-ordinator will monitor the peripatetic music lessons through observations. Photographs will also be kept in children's files alongside learning objectives and summaries of what the children have done in each unit. Videos may be kept in class planning files.

The Role of the Music Co-ordinator The music co-ordinator is responsible for:

- Recording a yearly action plan
- Supporting teaching staff
- Auditing and maintaining resources
- Liaising with musical peripatetic teachers
- Ensuring that music clubs are maintained
- Organising concerts
- Recognising inset needs
- Communicating with their Link Governor
- Building relationships within the local community
- Leading singing assemblies
- Providing whole class instrumental lessons

Next review: February 2026