

Music at The Mill Academy



Introduction

Music is a central part of the creative life at The Mill Academy. It is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in our personal development. Music reflects the culture and society in which we live and so the teaching and learning of Music enables children to better understand the world they live in. Music is a creative subject but can also be a demanding and highly academic subject. It plays an important part in helping children to feel part of the community. As such, Music plays an important role in the day-to-day life of the Academy and helps us to celebrate, reflect and learn together as a community throughout the year.

Rationale and Intent

Music is a universal language that embodies one of the highest forms of creativity. At The Mill Academy, we provide a high quality music education enhanced by the Charanga Music Scheme which engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The Model Music Curriculum is designed to introduce the next generation to a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world. As pupils progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Music is an essential part of the curriculum and an integral part of our culture. We ensure that we match the skills and aptitudes of all our pupils so that they can develop an understanding of melody, harmony and composition within the creative process that is 'music'. We aim for children to develop a love of and an aesthetic appreciation of Music as well as an understanding of its role in society.

Music is taught in all year groups, from Nursery to Year 6 on a weekly basis. In addition, Y2 and Y5 receive additional music lessons from Barnsley Music Hub teaching recorder and brass.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments.

Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical model curriculum in a fun and engaging way, further promoting a love of learning. Charanga lessons are planned in sequenced to provide children with the opportunities to review, remember, deepen and apply their understanding. The progression throughout the units of work reinforces the interrelated dimensions of music. With each new song, the unit starts with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress. This represents an ever increasing spiral of musical learning.

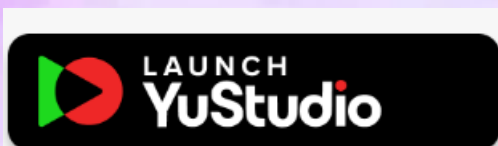
The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments taught by specialist visitors.

In addition to the Charanga Music Scheme, we have a variety of 'Musicians across the curriculum' which link to our topics.

Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Music within school offers additional opportunities for children such as Young Voices, Year 2 play the recorders with tuition from the Barnsley Music Service and Year 5 play brass instruments with tuition from Barnsley Music Service.

Our children also have the opportunity, through Charanga, to compose and apply their notational knowledge by using YUMU. Children save their compositions on their own YUMU account.



Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse.

At The Mill Academy, children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Mastery in music

Music learning enables children to develop knowledge and skills through a repetition based approach to learning. The Mill Academy have adapted the scheme to ensure children have time to learn and master the music, avoiding cognitive overload by learning a new song each week. Music teaching and learning is not neat and linear but the strands of listening, singing, performing, improvising and composing and understanding of music are constantly revisited and deepened in a learning spiral. Over time, children can learn new musical skills and concepts and revisit and deepen established ones so that they attain greater competency and automaticity. This allows them to have a broader and deeper knowledge and understanding so that they can make creative choices and achieve greater freedom of expression in their Music.

Performance

Preparing for a performance provides the children with a purposeful reason to create and celebrate progress and excellence in Music. Throughout their time in the academy, children will have the chance to perform in front of an audience of other children, parents, in the community or in other venues.

Music is often combined with Drama, Art and Dance to create varied Performing Arts opportunities including each child to experience a wide range of creative opportunities.

Classes perform regularly to parents and we have regular performances to parents and to the local community so that our entire community can celebrate our achievements over the year.

Singing

At The Mill, we sing to as part of our weekly routine, for enjoyment, to develop our singing ability and to reflect on our Values and themes in our learning. We sing in class, in assemblies and at special events and performances. We love to sing and have opportunities to sing in competitions and festivals.

Musical connections

Music is also a powerful tool used to help children to learn knowledge in other subjects by singing or composing their own songs. Singing works closely alongside communication and language development and allows the children to articulate and internalize language structures. Children have opportunities every week to read the lyrics, enabling word recognition and improving fluency. The intrinsic knowledge of Music gained from performing (rhythms, melodies and textures) facilitates mathematical understanding.

Music in the Community

Music also helps us to feel part of our community; in our class, our school, our community and our wider community around the country and around the world. Some of our children are lucky enough to be selected for Barnsley's Youth Choir and travel the UK to perform. BYC provides outstanding opportunities for young people who live in Barnsley and has developed a reputation for excellence. The choir is ranked 3rd in the World Rankings in its category and has won 8 first prizes in some of the biggest international competitions in the world.

Music in our Daily lives

Each week, children participate in whole school singing assemblies where they develop a range of voice and performance skills. Singing from an established repertoire, children explore a broad and diverse range of songs and compositions that complement their wider creative curriculum as well as their social and emotional development.

Charanga

Nursery use the Anyone Can Play Scheme Units 1-6 as recommended from Charanga Specialists.

Reception uses the Original Scheme

Year 1 – Year 6 use the English Model Music Curriculum Scheme

Units provide:

- **Retrieval.** A baseline quiz to revise and consolidate prior learning. Additional retrieval opportunities include giving the children the chance to sing or play through previous performances they have learned. Revisiting these performances regularly allows the children to continue to deepen and broaden their knowledge and understanding of different musical styles and to consolidate their skills.
- **Listening activities.** The chance to focus in on a piece of music and its musical style or genre. Learn about how the elements of music combine in this style of music and about the social, historical or geographical context of the music. Compare this with other similar and contrasting styles of music and get to know some really great pieces of music!
- **Singing.** Learn to sing the song as part of an ensemble or choir, follow a leader or conductor and understand the meaning of the song. Demonstrate and develop correct posture, breath control and other singing techniques.
- **Playing an instrument.**

Use a rhythmic or melodic instrument to learn a part of a class performance. Instruments could be tuned or untuned percussion or could draw upon the children's own instrumental skills. Differentiated parts are provided so that each child can feel successful and challenged and can learn to fit their own part within a larger group.

- **Composing and improvising.** Use the on-screen prompts to enable the children first to improvise music whether vocally or on an instrument. They will draw on the rhythms and melodies they have been practising and make up their own. When they start to practise this or to write it down in anyway this becomes a composition that the children can develop and improve over time a bit like drafting and redrafting in literacy. Its not a question of right or wrong but is more a case of having a go and creating what sounds good. The scheme sets up the activities within correct musical boundaries so that the children can only succeed. Teachers who are musicians can access the musical parameters that are set within performances and use this to create further creative opportunities for the children however this is not required as the scheme provides this for all children.

- Notation. Children learn how to notate or write down their music in a range of ways including graphic scores or pictures, rhythmic or melodic musical notation.
- Performing. Rehearse and then perform to share the learning from the lesson and the unit. Evaluate the performance and its impact on the audience. Aim to perform in front of other people such as other classes or parents at least once during the unit.
- Assessment Checkpoints. Assessment checkpoints in listening, singing, performing and composing and improvising as well as an End of Unit Quiz.

Recording and sharing the Music

Staff record and save videos or recordings of children's learning/performing or photographs of notation and save these in Staff Shared/Music Evidence. Each class should perform regularly in class and in assemblies. These are shared on our social media platforms. Children who use YUMU at home will post on X to share their musical learning. Children have also composed their own music at home and posted on Youtube and X.

<https://www.youtube.com/watch?v=dfc4Xd-KPIU>

'James wanted to immerse the listener in the realm of urban landscapes, devoid of the natural world's serenity, portraying a world shaped by technology and the monotonous rhythm of urban life'

Through Charanga's YUMU, children can compose their own music through quickbeats, YuStudio or Music Notepad. Children save these compositions in their own YUMU accounts.

Children also have the opportunities to perform at The Academy Theatre where parents will watch the performances of their children.

In addition, children have opportunities to perform at the local care homes for the residents at special times of the year such as Harvest and Christmas.

Opportunities for enriched musical learning

The Mill Academy works closely with our local Music Hub, Barnsley Music Services and other visiting teachers to offer quality and engaging learning opportunities. The children are offered the opportunity to learn a musical instrument with specialist teachers. (Please ask at the school office for further details.)

Books for Music

From clefs and composers to instruments and improvisations, music is a pastime that many children come to love in their primary years. Here is a list of the best children's books about music, composers, instruments, singing and performing...

<https://www.booksfortopics.com/booklists/topics/arts-sport/music-and-musicians/>

Assessment in Music

Formative Assessment

In Music lessons, teachers constantly assess the children's musical knowledge and skills using the following teaching and learning strategies:

- Key questions to check understanding.
- Differentiation to increase or decrease the level of challenge.
- Assessment indicator statements for secure and greater depth.
- End of unit quizzes.
- Allowing children time to practise singing, playing, composing and performing, with teachers providing continual feedback

Summative Assessment

At the end of each five-lesson unit, teachers assess each child's progress against the unit's learning objectives and assessment statements. This allows us to track the progress made by individual children throughout the year.

How we evidence assessment in Music

- Teacher knowledge
- Pupil knowledge application and performance
- Audio and video files
- Written work for history and notation in Key Stage 2

Further assessment opportunities

At The Mill, we offer children enriching musical experiences to continually develop their performing, composing and listening skills. These include:

- Weekly singing assemblies
- Termly Music assemblies where the children perform the song in front of the school
- Barnsley Youth Choir visit and teacher support
- Annual Nativity, carol concert, harvest festival and leavers' performance
- Singing in the community
- Peripatetic music lessons

Strategies to support children with SEND

At The Mill Academy, in Music we use a number of evidenced based strategies to support children with SEND. We want all children to be assured opportunities for transformative musical experiences that can help to raise attainment, boost self-esteem confidence and behaviour and promote inclusion and social cohesion. Dependent on need, we seek to overcome any barriers to learning in music.

- Help in managing the written communication aspect of music – such as by using a larger print, multi-sensory reinforcement and a greater emphasis on the aural memory skills.
- Encouragement to use other forms of expression and communication when there are difficulties singing or speaking such as flexibility and expressive use of the voice, body movements to respond to music Makaton signs or gesture
- Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills

Scaffolding:

- Support for SEN children with learning musical skills by providing multimedia models including the on screen resources , visual prompts and physical modelling.
- Games and songs to reinforce key musical concepts through physical engagement repeatedly so that it is known and understood deeply before being made explicit. An example would be pulse games or singing games that allow children to internalise aspects of music such as intervals, rhythm or melody that are built up as favourites so that when the concept is taught it is understood.
- Using a stepped approach to performing and composition, initially providing more scaffolds such as questions to be answered, rhythmic ideas to adopt before offering greater freedoms later.
- Using a stepped approach to improvising and composing by limiting or extending the range of notes used as confidence and competence increases.
- Increasing participation in a performance by encouraging the pupils to initially join in only a limited section before gradually adding to the amount that they contribute. (For example – join in with the repeated line ..., join in with the whole chorus, etc)
- All scaffolding follows a 'I do, we do, you do' approach.

Explicit instruction:

- Offering explicit instruction through the on screen materials and through additional face to face modelling which pupils can use to try them selves independently.
- Pupils will be build up a bank or repertoire of songs that practice key skills and knowledge
- Pupils will learn specific techniques for performing on instruments and with the voice.
- Pupils will be given specific opportunities to practise specific skills that are barriers to learning

- Visual aids and concrete examples will be modelled using instruments by the teacher to embed and deepen understanding.

Cognitive and metacognitive strategies

- Tasks may be 'chunked' into smaller steps
- Learning songs and rhymes will allow children to internalise rhythms of music and of language.
- Support may be given to avoid cognitive overload. Letter names, visual or auditory cues will be provided to support children to learn melodies or chord sequences. Colour coded stickers may be used to demonstrate where to place the fingers so that children are supported to learn new skills.
- A cyclical structure will allow children to constantly revisit and build on their knowledge and skills and an ethos of repetition will build enjoyment and confidence. Memorisation will be encouraged so that children can then focus on creative and musical expression.
- Dependent on ability, children with SEN may be asked to evaluate their own learning and discuss what they need to do to move their learning forward.

Flexible Groups / Fading

- Temporary groups may be established to support learning in a particular concept
- We will allow all children to participate to the maximum amount in music making within sessions so that children gradually learn parts by joining in with the pulse or rhythm, using body percussion, using instrument specific skills or singing, coaching or supporting their partner so that they rapidly internalise the music. Within each group, support and scaffolds will be given when needed.

Use of technology

- Technology provides many useful resources for making and combining sounds, allowing pupils to interact directly with material while learning concepts. These included interactive online resources as well as software such as garage band.
- Children can listen independently to music using technology including online.
- Devices and software programmes or apps can be used to record music allowing to listen to their own performances, evaluate them and reflect on their next steps.
- Where needed, technology can provide additional accessibility to music making for some children with SEND.