

Logo

We create a love of learning where everyone is respected and encouraged to reach their full potential.

Each individual academy in the Wessex Learning Trust is encouraged to maintain its own distinctive ethos, be at the centre of their community and raise aspirations and achievement. This is achieved in two ways: firstly, through excellent teaching to inspire curiosity, unlock talents and realise potential; and secondly, by ensuring high quality care, guidance and support that ensures the personal development and welfare of each child.

Music at Mark - Intent

At Mark First & Pre-School CE Academy, our music curriculum follows the specifications of the National Curriculum, providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. Our intent is to support children to develop an enjoyment, appreciation and an ability to analyse and explain their opinions of a wide range of music. We pride ourselves on developing children's self-confidence, creativity and a sense of achievement by providing opportunities to perform to others in an inclusive environment. Children are taught to listen attentively, develop their singing voices, play a range of instruments, explore a variety of music from different periods of history, countries and cultures and compose their own music. We believe that music plays an integral role in helping children feel part of a community.

What Music looks like at Mark



How we teach Music at Mark – Implementation

Using our teaching scheme, Sparkyard, music is taught to each class for half an hour a week during their music lesson. In these lessons, children use their voices expressively and creatively building their accuracy and fluency throughout KS1 and KS2. They are taught to listen with concentration to notice detail and recall sounds. They play tuned and un-tuned instruments to compose their own music and develop an understanding of music notation.

Singing plays an integral part of our school worship with songs being sung by the whole school in our collective worships three times a week. Singing practise is also enjoyed by all children once a week.

During the listening section of our singing practise, the children experience music from different periods in history, different countries and cultures and learn about composers and instruments from around the world. We follow a different listening programme each term where the music often links to our learning themes or special events throughout the year.

Our school 'Pop-Up' choir meets once a week and welcomes children across the whole school. This opportunity is free and inclusive. It offers an opportunity for all children to sing as a community and develops children's singing skills when learning call and response songs, singing in rounds and in three part harmonies. Being a member of the choir offers children extra opportunities to sing to audiences within school and at our local church.

Music forms an important link between school and our church, and develops the belonging felt by children as part of the Christian community. Children are invited to sing at the Harvest festival, Mothering Sunday and Easter as well as taking part in our Nativity and summer performance which is performed on stage in our church.

With our partners, Somerset Music, we offer whole class music tuition to years 2, 3 and 4 throughout the year. Currently, our year 3 class are learning to play the ukulele. After Christmas, the children in year 2 will be learning the violin and in the summer term, the children in year 4 will learn to play African drums.

We also offer one-to-one tuition for children wanting to learn to play the piano with our peripatetic teacher. Rock Steady offers another opportunity for children to play as part of an ensemble group and offers the opportunity to sing, play the guitar and the drums.

In the Early Years

In the EYFS, music is taught through play, exploration and every day experiences rather than formal lessons. The goal is to nurture children's natural musicality, creativity and enjoyment of sound. Through the EYFS framework, music sits mainly under two areas of learning: Expressive Arts and Design and Communication and Language. Through singing and voice play, children learn nursery rhymes and action songs that combine movement and rhythm. They also play call and response games to develop listening and turn taking. Children are encouraged to handle musical instruments, explore how sounds are made and experiment with tempo, pitch and volume. Children are also encouraged to respond to music from different cultures and styles.

In Key Stages 1 and 2

Year Group	Focus Areas / Core Skills	Key Learning Outcomes	Example Activities
------------	---------------------------	-----------------------	--------------------

Year 1	Exploring sounds, using voice expressively, keeping a steady beat, listening and responding to simple music.	<ul style="list-style-type: none"> - Sing simple songs and chants. - Keep a steady pulse. - Identify high/low, loud/quiet sounds. - Play simple patterns on untuned instruments. 	<ul style="list-style-type: none"> - Call-and-response singing. - Body percussion games. - Play percussion to match tempo/dynamics.
Year 2	Building rhythmic patterns, exploring tuned instruments, and performing simple pieces.	<ul style="list-style-type: none"> - Sing with clear pitch and dynamics. - Combine voice and instruments. - Create short sound sequences. - Recognise tempo and dynamics changes. 	<ul style="list-style-type: none"> - Use glockenspiels/xylophones. - Compose short rhythm patterns. - Perform to the class.
Year 3	Introduction to notation, developing ensemble skills, exploring musical structure.	<ul style="list-style-type: none"> - Read basic rhythm notation (♩ ♪ ♫). - Perform simple ensemble pieces. - Identify verse/chorus structures. - Use dynamics and tempo with control. 	<ul style="list-style-type: none"> - Perform simple songs with instruments. - Notate rhythms on paper. - Explore rounds and echoes.
Year 4	Extending performance skills, composing with structure, understanding pitch and notation.	<ul style="list-style-type: none"> - Perform as a group using correct posture and control. - Compose using simple notation. - Recognise time signatures and melody shape. - Listen for patterns in music. 	<ul style="list-style-type: none"> - Recorder or ukulele lessons. - Create and perform 8-bar melodies. - Explore contrasting pieces.

How we assess Music

Like other foundation subjects, music is assessed formatively by observing children during lessons, questioning children and listening to their ideas. Recordings can be made of performances for teachers to assess over a period of time. At the end of each half term, an assessment tool is used to track the progress and attainment of children throughout the year. During lessons, children are also encouraged to assess their own performances and that of their peers in a supportive way.

How we help children who find Music difficult

Quality First Teaching ensures that teachers make learning goals explicit and break tasks into manageable steps for children. Teaching staff also model what is expected of children so they can follow examples. This builds confidence and ensures that every child can experience success at each stage of learning. Music is naturally multisensory and lends itself to the involvement of colour coded notation and diagrams to support children's understanding. Using mixed ability ensembles allows less confident children to learn from others in their class cooperative learning tasks help children to feel part of a team, building motivation and resilience.

How parents can help their children with Music

It is widely recognised that parents who sing nursery rhymes and songs to their children at a young age have a strong, positive impact on early literacy development. Therefore, adults at home continue to have an influence over the musical preferences heard by their children. We promote listening to a wide variety of genre of music at home with your child to enable them to further develop their listening skills, open up opportunities to discuss opinions and reactions to music and develop their understanding of instruments.

How we celebrate Music - Impact

By the end of Year 4, we aim for children to feel confident when they are talking about music they watch or listen to. We strive for children to be able to show their deep level of understanding of the subject through talking enthusiastically about their work using precise musical vocabulary. Children will show confidence in their ability to sing and play instruments and will be proud of the progress they have made with their understanding and progress in this subject. Pupils' ability to perform will have built perseverance and pride in their achievements.