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| **Music at West Jesmond.** | |
| The aims of our music curriculum are to: | |
| * To ensure that each student feels confident as a Musician during their time at WJPS. * For children to listen to and enjoy a wide variety of both live and recorded music from a variety of different styles, cultures and genres. * For children to embrace their creativity by composing music in a variety of styles for different occasions. * For children to develop their musical vocabulary so that they can discuss the music they are listening to, performing and composing. * For children to develop their skills on a variety of different instruments. * For music lessons to help students to develop transferable skills such as confidence, independence, teamwork and resilience. | |
| **Curriculum Design**  In the Early Years department, singing and musical games are incorporated into daily routines and are used to enhance the teaching of the core curriculum as well the development of control, concentration, social skills and sense of belonging, which gives a solid foundation to the musical skills which will continue to be developed during Key Stage 1.  In Key Stages 1 and 2, pupils participate in weekly singing assemblies as well as curriculum music lessons which are linked to the topics they are covering in other areas of the curriculum. Lessons are delivered by a team of HLTAs in KS1 and our school Music Lead in KS2, who monitors the delivery of lessons and progression throughout the school. The Music Curriculum is guided by the Model Music Curriculum which was published in 2021. | **Lesson Design**  Singing lies at the heart of our school community. Singing assemblies, led by the school Music Lead, are part of the weekly timetable. Most members of our teaching staff have also been trained as vocal leaders and singing is very much valued as an important and effective part of school life.  Our singing teaching focuses on developing:   * The ability to listen, internalise and to sing in tune and with other people. * An understanding of pulse and pitch. * An understanding musical notation * Language skills * Knowledge of other subject areas (for example learning songs about WW1/Songs about coalmining, etc)   Topics are planned to follow the strands of our school planning and assessment grid, in line with the requirements of the National Curriculum. Lesson plans, resources and suggested activities are being collated by the music teaching team, to form a new Music Scheme of Work. This is currently being reviewed. In KS2, topics usually last a number of weeks, culminating in a performance of an arrangement or a performed/recorded composition. Each lesson will start with either a listening activity or a selection of warm up activities which aim to develop students’ musicality. There will then be a practical task which may be learning part of an arrangement, developing technique on an instrument or using an instrument for composition. At the end of each lesson a selection of students will perform what they have been working on and will give each other constructive feedback to help them set targets for the following week. Each week, feedback and support is given to individual pupils and the tasks are differentiated as the project unfolds. Notation is taught in line with each topic, as a matter of course. Different ways of notating ideas are developed, but are seen as a useful ‘tool’ rather than an isolated skill in itself.  Children are encouraged to talk about the music they listen to, perform and compose, using an increasing range of music, subject- specific vocabulary throughout the year groups (vocabulary appropriate to each topic/year group is included in our school planning grid). The use of self-assessment and peer assessment sheets is often used at the end of a project to further develop the use of subject specific language. |
| **Resources to support learning**  In Key stage 2 students are taught in the Music Studio. This is a well-equipped space with a variety of different instruments including keyboards, ukuleles, recorders, djembes, xylophones, glockenspiels and a selection of un-tuned percussion. All children at Key stage 2 are taught to play Ukulele and Keyboards which they use for their performing and composing lessons. All students are taught to read conventional stave notation and other notations when appropriate.  We recognise that in all classes, children have a wide range of musical abilities, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways.  ● Setting tasks which are open-ended and can have a variety of responses;  ● Setting tasks of increasing difficulty  ● Having different instrumental parts to learn in an arrangement that challenge all students.  Our assessment and planning grid highlights aspects of music development that some pupils find easier than others, and encourages a ‘broader’ view of our children as musicians. For example, a pupil who studies the violin may show flair when performing, but another child, who is not as well developed in performance, may have very effective and creative composition techniques. The music studio is adorned with visual learning aids, music manuscript white boards are available to help children record ideas and keyboard guides are always available as a helpful ‘overlay’ for some children when using the keyboards.  Our SEN and EAL teachers work closely with our Director of music planning support work and intervention work, using music as a means of supporting the development of our pupils with additional needs.  **Evidence:**  Where appropriate children may use worksheets for composition activities which are kept in a class folder. Book creator is also used to collate picture and video evidence of progress for each top |
| **Extra-Curricular Music:**  We offer a range of extra-curricular music groups, usually running at lunchtimes or after school. These include a School Choir, Recorder Consort, Djembe Drumming group and School String Orchestra. The School of Rock project also gives opportunities for Year 6 children who may or may not already play an instrument, to rehearse and perform as part of a rock band.  We also welcome a team of peripatetic instrumental teachers into school, offering tuition in Violin, Viola, Cello, Guitar, Flute and Clarinet to children in Key Stage 2 (this extra tuition is currently provided by NEMCO – Newcastle Music Co-operative, who invoice parents directly for tuition fees). Our school currently funds lessons for children in receipt of free school meals.  Our children are offered a wide variety of opportunities to perform. Each year, the choir visits the City Hall to take part in a collaborative concert with other primary schools, as well as performing within the local community. We regularly hold ‘Musical Showcase’ events, which include performances from soloists, ensembles and larger group.  Each year our extra-curricular groups usually perform in Jesmond Library, in local care homes, in the City Hall, in St. Georges Church and in the Citizenship ceremonies in the Civic Centre. | **Wider Curriculum Links and Opportunities**  At West Jesmond School, we believe that, as part of providing a high quality musical education, pupils must be provided the opportunity to be inspired by professional musicians in a wide range of musical genres.  We currently have links with Scottish Opera and Opera North, The Concordia Vocal project, Newcastle Sings, Sage Gateshead and our local Music Hub – Music Partnership North and the Inspire Music project.  All of our year 4 children take part in Scottish Opera’s educational opera project, culminating in a performance by the children and the opera team.  Our pupils regularly perform in large public concerts such as Newcastle Sings and The Big Sing, where they are accompanied by live music performed by professional musicians. |
| **Assessment :**  A ‘Progression of Expected Skills in Music’ document is followed throughout Key Stages 1 and 2. In this document, musical skills have been split into progression strands titled: Performing, Composing, Notation, Listening and Appraising. Clear end of year expectations are set out in the document. Planned Music Topics which link to the progression document, ensures that there is progression of musical skills in each stand and throughout each year group. This progression of skills document is currently being trialled as an assessment tool. | **Achievements:**   * Artsmark Gold level awarded in 2019 * Music Mark school status awarded 2021 ‘in recognition of our commitment to providing a high-quality music education for all children and young people.’ |