



Music at Langford Village Academy

Intent

Music is a universal language that embodies one of the highest forms of creativity. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. At LVA, our intention is to enable all pupils to meet their maximum potential in all areas of the music curriculum. We place an important emphasis upon pupil's creative and emotional development and feel that music makes a significant contribution to these aspects of education as well as to the spiritual and moral development of pupils. Through musical activities, children can experience a sense of individual and collective achievement, which helps to promote social skills and cooperation.

Foundation Stage children follow the scheme Music Matters. This Early Years scheme follows the structure of looking at the unique child, positive relationships and enabling environments which then leads to learning and development in music. Towards the end of Foundation Stage, children are transitioned into using the Charanga scheme of work ready for KS1.

In KS1 and KS2, all children follow the Charanga scheme of work from Inspiring Music.

Implementation

To help achieve our intended aims, each LVA year group follow a particular musical journey. During each school year, every class will have the opportunity to learn a new musical skill, which is taught through the Charanga music scheme.

Charanga units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Over time, children can develop both new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Each unit of work comprises of the strands of musical learning which correspond with the National Curriculum for Music:

1. Listening and Appraising

2. Musical Activities

- a. Warm-up Games
- b. Optional Flexible Games
- c. Singing
- d. Playing instruments
- e. Improvisation

f. Composition

3. Performing

We believe that by offering these musical opportunities to our children, the expectations from the NC are met.

: "...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level in musical excellence...".

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

"Pupils should be taught to: play and perform in solo and ensemble contexts; using their voices and playing music instruments with increasing accuracy, fluency, control and expression"

Impact

The immediate impact of a LVA Music lesson will be apparent within the session. Whilst children are listening and appraising, we would typically expect to hear the key vocabulary within their discussions which is a key school priority alongside the development of their listening and appraising skills. The constant opportunity for performance builds confidence but also gives the teacher the opportunity to assess the learning and address any misconceptions or preconceived ideas.

Formative assessment for learning will be based on the objective within a particular lesson and assessed by the teacher in preparation for the next. At the start of a unit of work, children will carry out a pre-learning task to determine what they know before any teaching has taken place and at the end of the unit, the same task will be carried out - the post learning task. This should show clear progress and demonstrate the learning that has taken place. The pre/post learning tasks may take different forms depending on the age and ability of the children.

Finally, we hope that the overall impact of the exposure to a range of musical experiences at LVA will help to inspire and encourage children to pursue their love of music in their next school and beyond.