



NEWHALL
JUNIOR SCHOOL
Lionheart Educational Trust

N.J.S Music

Our
Intent
Implementation
Impact

OUR INTENT - History

AIM: To provide World Class teaching of Music.

The National Curriculum (2014) states that music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At Newhall Junior School our intent is to provide a world class experience of music, progressing through to year 6 where children experience a practical, exploratory and child led approach to musical learning. Every child will have equal opportunities to participate, express and build upon their musical skills through the musical scheme of Charanga. We encourage the enjoyment of, and a positive attitude towards music, and facilitate the acquisition of knowledge, skills and understanding in singing, performing, composing, improvising and listening, through a carefully designed curriculum which builds on prior knowledge and skills and is influenced by the Model Music Curriculum.

Following the National Curriculum aims, every NJS child will get the equal opportunity to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- 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 of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

All of these aims will be addressed using the Charanga Music School scheme, which ensures all key strands are developed year on year, providing depth and mastery to all pupils.

OUR IMPLEMENTATION- Music

Charanga Musical School is developed to provide a range of materials from across the ages and around the world. The units also include a range of genres which is across each year group including well-known pop songs, reggae and jazz in a broad range of styles. This is strengthened by our Musician of the Month whereby children listen to a broad range of music, creating a culture of musical appreciation and understanding within our school.

Singing is central to the Charanga Musical School with the units based around songs with differentiated instrumental parts. It has been created to support a class ensemble approach where each child can sing and play an appropriate instrumental line. This helps to draw together children's learning into a meaningful 'musical experience'. Children have the opportunity to play instruments together as well as individually.

Improvisation and composition for voices and instruments form part of each unit. Charanga Musical School is supported with onscreen resources at each step. This provides an engaging, visual representation for all children to access. Charanga provides a scheme progression document for each year group, which allows practitioners to have a clear focus on what is expected by the end of each year and how week-by-week the lessons will work towards that.

Derbyshire Music Partnership

In Year 3, children take part in a ten week Sing for Life project lead by an external teacher. Pupils progress from unison singing to partner songs and rounds, while honing musicianship skills like pulse, pitch, tempo,

dynamics, and rhythm through interactive games and rhymes. The project concludes with an informal performance

Children in Year 4 have fife tuition provided by an external tutor as part of the Classroom Instrument Tuition initiative. This is funded by school and lasts for ten weeks. This inclusive programme gives children the opportunity to learn an instrument in their classroom environment, developing confidence and self-esteem whilst supporting curriculum learning.

For both these initiatives, lessons incorporate other aspects of the curriculum including improvisation, composition, reading and recording standard notation and playing or singing tunes.

NCJS – Long-Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Let Your Spirits Fly (RnB)	Glockenspiel: Exploring/developing playing skills	Sing4Life (Derbyshire Music Partnership)*	Sing4Life (Derbyshire Music Partnership) *	The Dragon Song (Contemporary) Three Little Birds (Reggae)	Bring Us Together (Disco)
Year 4	ABBA's Mamma Mia (Pop)	Glockenspiel Exploring/developing playing skills	Fife Flute *	Fife Flute *	Lean on Me	Blackbird (Pop) The Beatles, equality and civil rights
Year 5	Bon Jovi – Living on a Prayer		Classroom Jazz 1		Dancing In The Streets (60s Motown)	
Year 6	Pharrel Williams – Happy (Pop) Quick Beats		Classroom Jazz 2		Music and Me (Female role models in music)	

*These units may move within the year to enable all classes to participate.

THE IMPACT - Music

- Pupils will embed and master compositional performance and skills
- Enriched cultural capital
- Attainment of disadvantaged learners increases
- Pupil outcomes will showcase their learning
- SEND pupils are well catered for
- A whole school shift, raising the profile of music through weekly lessons, regular organised musical experiences.

Monitoring Music leader will carry out the following during the year to inform future planning and next steps:

- Planning scrutiny of unit
- Learning Walks
- Evaluation of outcomes
- Pupil conferencing

- Staff conferencing (A regular teacher teaches each group during PPA time.)

Equal opportunities, Special Needs and Equality. All children should have access to the Music Curriculum in line with the school's Equal Opportunities Policy, the SEND policy and Equality Policy. Teachers should aim to provide effective learning opportunities for all pupils by:

- Setting suitable learning challenges.
- Responding to pupils diverse learning, religious and cultural needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary the SENDCo and the Music Leader will advise teachers on teaching activities relevant to pupils with special educational needs including more able pupils.

Music Leader, Clare Weaver