


# Reach for the Stars

## Music Intent:


At Oakridge Primary School, our musical learning promotes a passion for music in which children learn to appreciate and develop a life-long love of music. Our children will learn that music is a universal and unique form of language that embodies one of the highest forms of creativity. They will understand how music can change the way a person thinks, feels and acts. It creates opportunity for personal expression and plays an imperative part in the personal development of an individual. At Oakridge, children are inspired and engaged by our music curriculum as it aims to encourage the enthusiasm for, and the enjoyment of, all types of music. Our goal is for all children to develop musical skills and knowledge through effective teaching where children are fully engaged and stimulated in their learning. Through our music curriculum, children will develop their talent as musicians whilst simultaneously increasing their creativity, self-confidence and sense of achievement. As our children progress, they will develop a critical engagement with music, allowing them to compose, and to listen a range of different styles and genres from around the world. To ensure our children have every opportunity to develop and foster their musical talents, we use 'Charanga', an interactive program that teaches the children to listen and respond to a variety of musical genres, through the vehicle of singing, playing a variety of instruments, exploring form and composing their own musical compositions.

## Music Curriculum Drivers:



Key Driver	Promoting	Rationale and Evidence
<p><b>Developing lifelong learners</b></p>	<p><b>Metacognition through the canopy of The Oakridge Way</b></p> 	<ul style="list-style-type: none"> <li>• <b>Resilient:</b> Children develop resilience through learning to play a range of musical instruments and read pieces of music which enable them to utilise the knowledge they have built upon throughout each unit of learning.</li> <li>• <b>Reflective:</b> They reflect at the beginning of each lesson revisiting concepts from the previous lesson.</li> <li>• Through class discussion, they have the opportunity to reflect upon their own musical knowledge.</li> <li>• They reflect on retrieval practise and work on areas they are less secure on.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Resourceful:</b> Children always have access to the lyrics they have been learning during their unit. The programme we follow enables children to use a range of resources throughout the lesson to aid their learning.</li> <li>• <b>Reciprocal:</b> When working in small groups or pairs, children share musical expertise, instruments and knowledge in order to be successful.</li> </ul>
	<b>Unique discipline in each subject</b>	<b>Develop musicians who can:</b> <ul style="list-style-type: none"> <li>• Appreciate music and develop a life-long love of music.</li> <li>• Develop their skills, knowledge and understanding to enable them to become confident performers, composers and listeners.</li> <li>• Talk about music in a variety of expressive ways.</li> <li>• Develop their musical skills through singing, playing tuned and untuned instruments, composing music and responding to music that they listen to.</li> <li>• Develop transferrable skills which are key in their development as learners and have a wider application in their lives both inside and outside of school e.g.: team-working, leadership, creative thinking, decision-making and performance skills.</li> </ul>
	<b>Secure fundamental basic skills in Reading Writing and Maths</b>	<ul style="list-style-type: none"> <li>• Counting in rhythms and patterns.</li> <li>• Finding the beat and pulse of a song.</li> <li>• Learning to read music.</li> <li>• Learning to use musical notation to compose short compositions.</li> <li>• Using musical language when discussing their thoughts and opinions.</li> </ul>
<b>Key Driver</b>	<b>Promoting</b>	<b>Rationale and Evidence</b>
<b>Enrichment</b>	<b>Education visits, visitors, theme days, after school clubs, paired year group work</b>	<ul style="list-style-type: none"> <li>• Music specialist who delivers brass every year to years 3&amp;4.</li> <li>• Specialised music teachers provide a range of music lessons: flute, clarinet, violin, brass and keyboard.</li> <li>• Foundation and KS1 Christmas nativity performance.</li> <li>• KS2 Christmas Carol Concert at Baswich church.</li> <li>• Year 6 singing at St Mary's.</li> <li>• Year 6 – Luncheon club.</li> <li>• Year 4 pyramid concert at Walton High School where they perform with 5 other schools.</li> <li>• In school music assembly.</li> <li>• In school brass concert.</li> </ul>

		<ul style="list-style-type: none"> <li>Year 6 end of year production whereby Year 5 provide the choir.</li> </ul>
Key Driver	Promoting	Rationale and Evidence
Making a positive contribution	<p><b>The roots of 'The Oakridge Way'</b></p> 	<ul style="list-style-type: none"> <li>Respect of the school equipment is revisited constantly through the music curriculum as in the majority of lessons' children are playing with musical instruments.</li> <li>Children learn about different genres and cultures of music around the world and think about the impact their music has had on our lives.</li> <li>Children listen to historical music and understand its value and importance.</li> <li>They reflect upon their role as a citizen and the positive contribution they can make.</li> </ul>
	<b>British Values</b>	<ul style="list-style-type: none"> <li>Tolerance of those of difference faiths and beliefs: In music, our pupils listen to and learn about the music of other faiths and cultures and how music is used in different cultures and faiths. They are able to compare similarities and differences between music in a variety of times and cultures and to reflect on and celebrate differences between themselves and others. Children are taught to understand and respect other cultures and beliefs.</li> <li>Individual Liberty: Within our music lessons, pupils are taught about self-discipline and that to be successful you must work hard, show resilience and have a mind-set that anything can be achieved if you put your mind to it. Lessons provide opportunities for pupils to express themselves freely in composition and performing tasks.</li> <li>Rule of Law: In music, pupils are taught how to be appreciative and supportive audience who listen attentively whilst others perform. When using any equipment and instruments in music the children are always aware of the classroom rules as well as the consequences of not following them.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Democracy:</b> Music lessons provide an opportunity for pupils to freely express themselves, forming their own opinions about the music they listen to, and also in performance and composition tasks. In music lessons, children may vote to verify which piece of music they wish to listen to, or which song pupils wish to perform in lessons. Children may vote to demonstrate how they feel about a particular piece of music.</li> <li>• <b>Mutual Respect:</b> Individuals are encouraged to make sensible and informed choices in music lessons and take ownership for this. This is demonstrated through ensuring the working environment is safe. They are encouraged to respect everyone’s abilities and performances during lessons and give feedback sensitively. Opportunities are given in our music lessons for children to show how much music can bring people together and enable them to share experiences. Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe. They are encouraged to respect everyone’s abilities and performances during lessons and give feedback sensitively. Children develop respect and greater understanding of differences.</li> </ul>
	<b>Healthy Relationships</b>	Music supports emotional well-being and allows all children to develop confidence, creativity and resilience as they embrace the challenge that musical education provides. Working with others through music making sustains and develops healthy relationships and develops the communication skills needed to create music and to appraise the music of others. It is an invaluable way of bringing people together, supporting collaboration and enriching the wider school community. As global citizens, music education enables us to value and respect diversity.
<b>Key Driver</b>	<b>Promoting</b>	<b>Rationale and Evidence</b>
<b>Developing character</b>	<b>Resilience</b>	The music curriculum requires children to build a strong foundation through effortful practice. This process builds discipline and resilience in a child. They learn and develop new skills as they progress through the music curriculum, e.g. playing a brass instrument, learning the glockenspiel,

		learning new lyrics to a song, improvising and composing. These skills can be challenging and the children are taught to work with resilience in order to achieve their learning outcome.
	<b>Independence</b>	<ul style="list-style-type: none"> <li>• Reading music</li> <li>• Playing an instrument</li> <li>• Improvising</li> <li>• Composing</li> </ul>
	<b>A celebration of effort and hard work</b>	<ul style="list-style-type: none"> <li>• Musical performances – both in school and outside of school.</li> <li>• Christmas concerts.</li> <li>• Termly musical golden book where children are praised for their effort and skills.</li> <li>• Head teacher and Deputy head-teacher stickers are given out for powerful musical learning.</li> </ul>