



OUR GOAL IS A NURTURING COMMUNITY THAT EXPECTS RESPECT, ENCOURAGES CREATIVITY AND EMBRACES ASPIRATION.

Our Federation provides a broad and balanced education that is relevant, engaging and challenging whilst meeting the needs of our pupils. It aims to furnish them with the skills, knowledge and understanding they will need in preparation for their future lives, to be decent, proactive and happy citizens in our local and global community.

MUSIC AT SANDFORD

At Sandford, we provide a high quality music education which enables our children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to provide a high-quality music education that engages and inspires our pupils and nurtures their talent as musicians.

Through our schemes (Charanga Musical School, National Oak Academy and Sparkyard) and topic work, pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own; all children will spend a minimum of one term learning to play the violin in Year 2, a woodwind or brass instrument in Class 4, whilst having the opportunity to learn any instrument of their own choice through North Somerset Music Service with qualified peripatetic teachers.

In KS1, all our children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds whilst learning basic notation and composition skills. They also listen and move to a wide range of music, evaluating and reflecting on what they have heard/learnt in whole class discussions.

Our children in KS2 build on the skills acquired in KS1 so that, by the end of year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

All children take part in weekly singing assemblies which contribute to our Harvest, Christmas and Easter celebrations. Our Christmas and end of year performances and Carol Service provide an opportunity for the children to share their work in music with parents, governors and other friends of the school and wider community.

Alongside these events, our children also take part in further performance opportunities; North Somerset Music Service provide 'Raise the Roof' and 'Summer Sing' workshops annually where our children learn a set of curriculum/world affair inspired songs which they then perform with the children of local cluster schools. In Year 5 and 6, this event (known as 'Churchill Makes Music') forms part of the transition to the local Secondary School as the event is held within their School Hall and provides a day of various musical workshops, not only in singing but also for our children who learn an

instrument; they are invited to take part in a scratch orchestra, accompanying the en-mass choir during an afternoon concert to parents.

Finally, for those children who choose to further their musical experience, we have an after-school choir available to children from year 2 – 6. We are extremely proud of our choir who not only perform at various school based events but also perform within the wider community many times within the school year.

WHAT DOES MUSIC LOOK LIKE AT SANDFORD?



HOW DO WE TEACH MUSIC?

When teaching Music, we are helping to develop and equip the children with the skills to think and act like musicians. We support the children 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.

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 Sandford, we use a mix of both The National Curriculum for Music and The Model Curriculum for Music (optional).

HOW WE ASSESS MUSIC

In Music, like all other foundation subjects, we choose to make a summative assessment by selecting specific skills or key knowledge areas from the curriculum and completing an identifiable assessment quiz, which gives us an indicator of how the children are progressing in that subject. Impact can be measured through key questioning skills built into lessons, child-led assessment such as success whole class/individual verbal feedback alongside specialist teacher assessment of performance and academic. Teacher led verbal feedback allows instantaneous feedback to the pupil, promoting instantaneous provision for immediate progression.

All our chosen Schemes of Work offer assessment tools, which the specialist music teacher can complete and feedback to class teachers.

Shirley Clarke's work on formative assessment and growth mindset help us consider what effective assessment looks like in the classroom environment, whilst also allowing the children to develop their own self and peer assessment skills.

HOW WE HELP CHILDREN WHO FIND MUSIC DIFFICULT

Children who find Music difficult are supported in a variety of ways. As a dyslexia friendly school, many of our resources are printed on neutral or buff coloured paper, as well as using a font that is more easily recognisable. As with all children, quality-first teaching from the specialist music teacher is used as an important tool in ensuring the gap in attainment is lessened.

More broadly speaking, common practices applied by our classroom teachers and teaching assistant would be:

- setting common tasks which are open-ended and can have a variety of responses and outcomes
- setting tasks of increasing difficulty: not all children complete all tasks

- setting tasks of different complexity depending on the ability of the child
- using Learning Support Assistants to support children individually or in groups

By and large, Music is a physical, practical and often abstract lesson and the use for differentiated resources is minimal. Our specialist music teacher will ensure every child is set realistic but challenging tasks with attainable outcomes.

HOW PARENTS AND CARERS CAN HELP THEIR CHILDREN WITH MUSIC

A child's life outside of school can have a huge impact on their ability to retain the knowledge they learn in school. As parents and carers, you are in the best position to encourage our children's natural interest in music. This is evident in that we all have certain inspirations within a musical context based on our childhood parental preferences. It is to you that they address their first musical explorations, e.g. the singing/chanting of early nursery rhymes and songs, the rhythmic playing of toy drums/instruments and clapping and listening to parental choices of music.

It has been widely researched and proven that the use of music, nursery rhymes and rhythmic play has a huge impact on a child's early development and in their ability with reading/writing, widens and deepens their vocabulary and promotes positive emotional health.

Practically, some of the best ways to support your child in music is work alongside them, show enthusiasm and explore with them. Be active in their learning. Take time to explore areas of interest. Sing with them, make up quick repetitive clapped rhythms. You can sing a shopping list, or the journey to the park. Make rhythmic patterns of everyday sounds; you can even sing a story book. Most importantly, play a variety of music to them and ask questions, 'Did you like that song?' 'Can you tell me how that piece of music made you feel?' 'Did that song remind you of anything?'