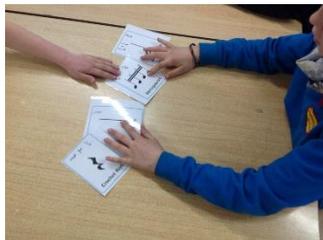


A Journey into Music



Intent

NC Purpose of Study and Aims:

Purpose of study.

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.

Aims.

The national curriculum for music aims to ensure that all pupils:

- 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.

Our intent within the schools of Germoe and Boskenwyn, is to ensure that all children can access rich and diverse ways to engage with music, in-line with NC aims and objectives.

Implementation

Unesco state that: 'We all understand that the quality of our lives depends, to a great extent, on our being able to take part in, and benefit from our culture. We instinctively know, with no need for explanation, that maintaining a connection with the unique character of our historic and natural environment, with the language, the music, the arts and the literature which accompanied us throughout our life, is fundamental for our spiritual wellbeing and for providing a sense of who we are. There is an intrinsic value of culture to a society.'



A Journey into Music



Fundamental musical skills are taught through engaging with wider cultural formations such as key events and involvement with community performances such as Mazey Day, Songfest, Harvest festivities and Christmas performances for example. Music not only acts as a cultural looking glass into our own local culture but provides a learning platform to appreciate how musical styles and events differ throughout wider global community. Engaging with music in this way also provides real world contexts upon which to focus the learning of the important interrelated dimensions of music and the skills needed to articulate them practically on a range of instruments.

At Germoe and Boskenwyn we see it as very important that children are able to access a wide variety of instruments and specialist 1:1 lessons alongside their designated music lesson time. Children with specialist instrumental skills are encouraged to integrate such skills within school performances. This brings school musical performances to life and provides an extra sense of purpose for those receiving 1:1 lessons from peripatetic instrumental tutors. Whole school singing features every week in assemblies. This helps to provide the social glue that connects staff and pupils alike, as we join together in celebration of our weekly achievements.

Impact

A typical music lesson will see pupils actively engaged in both the learning and participation of music. Children have developed a growing sense of confidence that can be applied to both the creation and performance of music in, and outside of, the classroom. Real successes so far in my position as music lead have been our Harvest Festival performances, our Christmas production and our preparation for the upcoming Songfest. We have a full Brazilian percussion set ordered in good time for us to prepare for upcoming Mazey Day celebrations in Penzance. My aim is for our children to feel able to confidently engage with musical practices and understand the importance and meaning of music within our everyday lives.

All staff are involved in key stage discussions at beginning and end of topics to discuss skills, objective coverage and also planning what will be covered within our upcoming topics. We believe this is key in integrating the learning of foundation subjects, such as music, in line with our multi-disciplinary approach.



A Journey into Music



Pupil Voice

Y2

"I like music because it is fun to listen to. I like singing and playing instruments. I really like working on the computers."

Y4

"I really like Mr Height's music lessons and like using the computers to make music. I like singing and I am getting good at it."

Y6

"I enjoy music a lot and I have 1:1 lessons aswell on the keyboard. I like that people that play instruments are included in our school plays."

An Example Progression of Skills

Below is an example of singing progression from Year 1 to Year 6 and beyond:

	By end of Y2	Y4	Y6	Y6 and beyond
Sing	<ul style="list-style-type: none"> To learn appropriate songs, rhymes and raps for their age group. 	<ul style="list-style-type: none"> To have a good understanding of working together in an ensemble 	<ul style="list-style-type: none"> To have a solid understanding of working together in an ensemble 	<ul style="list-style-type: none"> To sing musically, in a number of parts, understanding how the parts fit together.

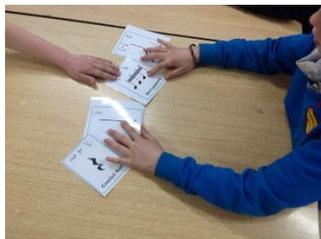
A Journey into Music

	<ul style="list-style-type: none"> • To understand the importance of warming up their voices, good posture and projecting their voices. • To start to sing in two parts.Y1 	<p>or as a group singing.</p> <ul style="list-style-type: none"> • To understand the importance of warming up their voices, good posture and projecting their voices. • To sing songs and melodies musically, with increasing difficulty and growing musical understanding. • To sing in two parts. 	<p>or as a group singing.</p> <ul style="list-style-type: none"> • To understand the importance of warming up their voices, good posture and projecting their voices. • To sing songs and melodies musically, with increasing difficulty and solid musical understanding. • To sing in two parts, understanding how the two parts fit together. 	
--	--	--	--	--

Examples of Learning Outcomes



Picture 1: Instruments from around the world KS1 lesson



Picture 2: Standard notation KS2 lesson



Picture 3: Singing as an ensemble and standard notation lesson KS2



A Journey into Music



Our FAMILY Values

Fairness

Phenomena: Fair trade, British values (tolerance, democracy, rule of law, respect), manners, honesty. In music this is adhered to through the sharing of instruments, creating music space in musical arrangement for everyone and appraising the music of others fairly, for example.

Attitudes to Learning

Phenomena: Growth mindset, building learning power, mindfulness. This is reinforced constantly in the learning and performing of music by understanding that we each have our own individual path to musical success that is to be respected, for example.

Making Healthy Choices

Phenomena: Healthy living, mental health and wellbeing, physical wellbeing, environmental issues, lifestyles. The context and meanings within music highlight important messages about our culture and society. Children learn that music is a vehicle for carrying these messages.

International Citizenship

Phenomena: global issues, religious and cultural diversity, heritage, celebrating differences, power of languages; verbal and non-verbal. We have been learning about different instruments and music from around the world.

Living and learning safely

Phenomena: Online safety, keeping safe: road, sun, fire, sea, Anti-bullying, healthy relationships, risk management.

Yearning for success

Phenomena: Entrepreneurship, raising aspirations, economic wellbeing. I have been sharing my own experiences as a professional musician in order to raise aspirations across the schools. We have also been creating music to fit a brief, an important skill as a professional musician.

Cultural Capital

- Christmas show. The Christmas show was a joy last year with lots of praise from parents. Written by one of our own staff members, Imogen, it was a great production with plenty of musical opportunities for the children to engage with.

A Journey into Music



- Community Choir. This year I took a group of singers to sing for the pensioner's lunch. Events such as this ensure the school is embroiled within the community and supports it in a positive way.
- As part of our learning about religions of the world, we practiced traditional music and dancing with Daya, a visiting RE specialist.
- Using songs and music to learn numbers in EYFS. Using music as a way to learn about the different continents.
- Christingle service enabled pupils to engage with the community using music and poetry performances in the local church.
- Harvest. Again performed at the local church at Germoe and as a school performance and vegetable raffle at Boskenwyn. All year groups performed music in front of a large audience turnout.
- In years 5 and 6 we have been using music to teach maths, such as fractions as note values and prime number raps.
- In years 3 and 4 we sing our times tables as a 12 bar blues.
- In KS1 children have been using music to explore emotions, movement and Art.
- Weekly assembly songs. Each week we join together and sing songs that carry a positive message from James Brown and Bob Marley to traditional Cornish songs.
- We have been using music as a way to learn French.
- We have a range of visiting peripatetic 1:1 tutors supplied by Cornwall Music Services.
- Last year we were involved with BBC schools radio.
- Children engage in community events such as Maze Day.
- Children are attending Songfest 2020, an event that sees hundreds of children united in song, in front a large audience.
- We have been learning about instruments from around the world and children were able to have a go at playing the berimbau, the kora and a lap-steel guitar, amongst other interesting instruments.

Our Multi-Disciplinary Approach

To implement the new National Curriculum at both Key Stage 1 and 2, our lead professionals come together during on INSET day armed with the topics which our children want to learn over the next 2 years. They place the topics into a 2 year rolling programme and then fit the attainment targets around the children's topics to ensure coverage over the 2 years. The curriculum is therefore pupil-led and focusses on what they want to learn. Within the topic, children can be creative and follow their own learning journeys with the support and guidance of their learning family. This balanced curriculum has been tailored to satisfy the needs of each child, and to help them to develop their full potential.

Topics over the past 2 years have included;

Survival and Systems

Perspectives and Technology



A Journey into Music

Food Glorious Food

Vikings

Animals (past and present)

Ancient Greece Ancient Egypt

Superheroes

The Romans

The Americas

Toys and Gaming



Last Year's Successes

- Harvest festival- Father Peter and Germoe Church 3rd October, Performances from each class.
- Boskenwyn Harvest festival and raffle.
- Songfest 2019
- Visiting theatre company performed The Mousehole Cat.
- Germoe school featured on regional radio with a Christmas song
- A music producer visited the school to show the children the recording process.
- Children performed Christmas songs at the Pensioner's Lunch at Praa Sands
- A great performance for the Christmas Lights switch on in Germoe.
- Each class developed their own Christmas play.
- Summer production of all the songs from 'Oliver.'
- Visit to the Minnack to watch a full production of Ali baba and the 40 thieves.



A Journey into Music



Priorities for this Year

Embed music, more generally across the school.

Include children in annual musical performances as part of Mazey Day celebrations, for example.

Attend songfest 2020 with more participants.

Liaise closely with peripatetic teachers to include instrumentalists in whole school performances.