

Music is a universal language that embodies one of the highest forms of creativity. At Laughton All Saints', our vision is to provide a high quality music education that engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Music at Laughton All Saints' enables 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. Our music curriculum follows a spiral curriculum as musical teaching and learning is not neat or linear. It ensures that over time, children can both develop new musical skills and concepts, and re-visit established ones.

We follow the award-winning Charanga Musical School scheme for music, which is based on the requirements of the National Curriculum. Through the Charanga programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources motivate and capture each individual's personal interest. The children not only learn about music; they become musicians who are able to share and perform using their new skills.

It begins in EYFS, where Charanga Musical School supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs. Each Unit of work is supported by weekly lesson plans and assessment and has a cross curricular/topic-based focus and a musical focus that will allow the teacher to engage the children in activities related to the developmental events taking place in their changing lives. The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning. In Term 3, Big Bear Funk transitions from being focus based to preparing for Year 1. The final Unit for the year Reflect, Rewind and Replay consolidates the year's learning. The Units of Work can be delivered as a full 30-45 minute lesson, or in shorter 5, 10, 15, 20 minute bite-size sections.

In all year groups, the Units of Work are divided into 6 steps, to spread across a half term. The activities and games cover the musical dimensions, (pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece. Charanga Musical School provides a range of materials from across the ages and around the world. The Units include listening pieces such as Miriam Makeba's Click Song, Handel's Let the Bright Seraphim and Britten's Old Abram Brown as well as more contemporary pieces including well known pop songs, in a broad range of styles.

Singing is central to Charanga Musical School with the Units based around songs with differentiated instrumental parts for different instruments. They have 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'. Performing vocally and with instruments is central. Every Unit provides vocal guidance for teachers and at all times the children are expected to reflect on their own contribution using skills which have been developed in the appraising section of the lessons. The children are encouraged to explore the quality of the vocal sounds through pitch games. All of the songs have unison (single vocal line) and some have two parts at certain points in the song – such as Don't Stop Believin'.

Charanga Musical School is supported with onscreen resources at each step. The children are encouraged to behave as musicians and explore the dimensions using their voices, body percussion and instruments. In Key Stage 2, staff and other notations are introduced gradually supporting musical

development so that the children sing and play first before being shown how this can be represented on a score.

All the **instrumental** parts are differentiated to challenge each child depending on their age and previous music-making experience. The simplest two parts are modelled on glockenspiel and recorder, of which we have a full class set. It is intended that these parts are initially learnt by ear but the printed notated parts are available to use for extension work and for those who already read music. This approach results in an exciting, varied classroom ensemble and encourages a joined up musical experience for the children drawing together their curriculum and instrumental learning.

Improvising comes very naturally to children. EYFS children will hum, sing, clap rhythms spontaneously and a walk across any playground will result in hearing many original songs and chants. Improvisation, for voice and instruments is introduced through copy-back and question and answer games, using ideas and concepts that the children are familiar with. This allows the children to explore and combine the musical dimensions. Within the Units of Work, the **composition** tool is intended as a starting point for class, small group and individual composition work. These compositions are created within a musical framework which reflects the purpose and context of the music. They can be saved, played back and developed using instrument and ICT. The **games** tracks provide opportunities for copying and creating musical phrases combining and exploring the musical dimensions. New songs are introduced as a whole and then broken into verses or sections to aid learning. The instrumental parts are introduced with prompts and by ear encouraging the children to match pitch, repeat and memorise.

It is essential to understand the way music has evolved over the years as this can provide a context and purpose for the song or piece. The **Listen and Appraise** section in every Unit provides the children with many examples. The background is given for all the songs in the Units on the screen entitled 'About the Song' and in the lesson plans. Charanga Musical School Units of Work offer a broad range of repertoire for children to listen to and compare. Through questioning, the children are encouraged to consider and mimic the sounds they hear, identify instruments or voices used, and use musical language to describe the style, how is the piece structured and so on. Cues for these questions are provided along with the answers.

In all key stages the final unit for the year, Reflect, Rewind and Replay, consolidates the year's learning. Each class also study a different composer each year to help broaden their appreciation and understanding of musical history. An example of the composers studied are as follows:-

- EYFS - Tchaikovsky
- KS1 - Verdi (Cycle B), Bach (Cycle A)
- LKS2 - Debussy (Cycle B), Handel (Cycle A)
- UKS2 - Beethoven (Cycle B), Mozart (Cycle A)
- At Laughton All Saints' music teaching provides our pupils with an understanding and appreciation for music, by studying a wide range of musical styles and genres from a range of musical periods.

