

Music

William Hulme's Grammar School (Primary Phase)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Music at William Hulme's provides a variety of opportunities, inside and outside of the classroom, for children to develop their musical appreciation and explore instruments and their own voices.

Our children gain the skills needed to create their own music and build the confidence to perform in front of their peers and larger audiences. Each year, they build on their existing musical knowledge and skills, to evaluate and discuss the effect of their own and other's compositions. This musical knowledge allows them to develop their understanding and appreciation of music from different times, cultures, composers and musicians.

Learners are given opportunities to explore their voices and instruments through practical activities.

Tasks are **scaffolded** to ensure the curriculum is ambitious for all.

All learners have musical experiences both in and outside of the classroom to immerse them in their learning.

Our four **vertical concepts** are developed year-on-year, allowing children to build on their existing knowledge and skills and deepen their musical understanding.

Children are given opportunities to participate in **extra curricular** music activities, such as choir and instrument lessons.

Learners have a voice as '**Talk Partners**' and through these they discuss their understanding and appreciation of music from different composers, genres and times.

We use **Charanga** as our Scheme of Learning to support the learning of music. This scheme helps to break down learning into **small steps** and lessons are planned sequentially with a clear rationale.

Learners are confident to **evaluate and reflect** on their own and their peers' musical compositions.

At each key stage, children build their confidence to **perform to an audience** by participating in musical performances (EYFS Christmas sing-a-long, KS1 Nativity and KS2 summer show)

Learners are exposed to a range of quality and diverse musical compositions from, which teachers will **model** new skills and **scaffold** small steps to enable learners to create their own compositions.

Outcome:

Independent and confident learners who create, perform and evaluate their own and others musical compositions.