

Subject Philosophy: Music

Intent

Music is at the heart of Baginton Fields School as it unites us together as we even have our own personal composed school song. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of our rich, unique and rounded education.

It has also been proven that music plays a key role in brain development, of all areas of the brain. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. We want all children to get these opportunities, flourish and celebrate their achievements. These opportunities are created not only in music lessons but are also included in all areas of learning for example music is used as a sensory and communication experience, to unite us as a school, to represent the start and end of lessons and to celebrate our similarities and differences, cultural experiences and for celebration.

We are dedicated to delivering inspirational learning experiences to all students and musical experiences are an important part of our ethos.

Programme of Study

Throughout the music curriculum all students will participate in: • Singing • Listening • Composing and Performing including an Instrumental Performance

Pupils are supported in their musical progression from Key Stage three – where they'll be introduced to beat, rhythm and pitch - through to Key Stage five, where pupils will be introduced to more technical aspects of music like the basics of how to read music and concepts like staccato and legato.

Throughout all key stages and groups listening to a variety of music styles and sounds is designed to broaden pupils' musical horizons and encourage them to be open minded about the music they listen to. At Key Stage 4 students will have the opportunity to discuss and interpret the musical meaning behind songs, and develop their creativity through improvisation and composition.

Literacy Opportunities

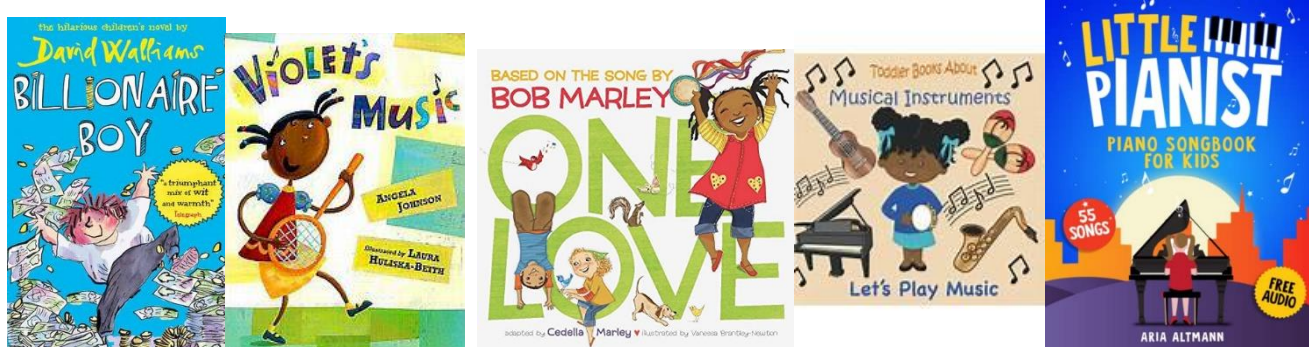
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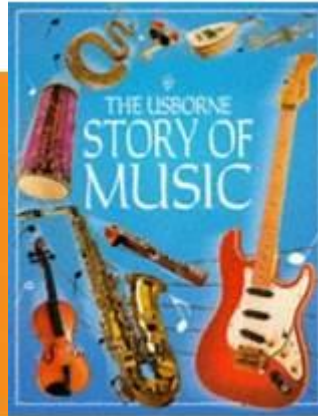
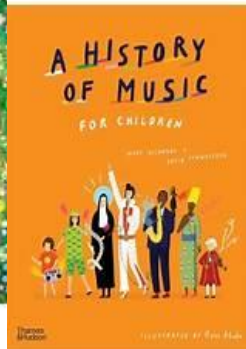
To learn musical language and symbols that mainly consist of Italian words such as :

Dynamic marking	Meaning
<	Crescendo: getting louder
>	Diminuendo: getting quieter
pp	Pianissimo: very quiet

p	Piano: quiet
ff	Fortissimo: very loud
f	Forte: loud
mf	Mezzo forte: fairly loud
mp	Mezzo piano: fairly quiet
sf	Sforzando: sudden accent
> (marked near note head)	Accent: emphasis on a particular note

Books that have links to music and sound.





Numeracy Opportunities

1. Counting the rhythm
2. Counting the beats/beats in each bar of music.
3. Learning the value of how long each note is.
4. Read and count different numbers.
5. Use mathematical language such as more , less, long, short etc.

Personal Development

All students will develop skills in singing, listening, performing and composing. It will develop their confidence and self esteem in being able to perform in front of an audience, to gain a love and knowledge of music and the different genres, to take up a new life long hobby of playing a musical instrument and it unites students together and with their local community.

Student Outcomes

We will know we are operating successfully when it becomes apparent that:

- All students attempt to complete the given range of projects in each year focusing on a variety of music genres styles and forms.
 - All students to recognise and celebrate their individual style, skills and abilities.
 - All students show more appreciation of the work of others.
 - All students enjoy experimenting and being creative.
- Group 1 students (ASD): exploring instruments, choosing different genres and songs, using Makaton signs, using switches and movement-focused learning.
 - Group 2 students (PMLD): exploring and observing instruments being played, using EyeGaze and switch technology and other accessible technology-based music programmes to create sounds, choosing different genres and songs, sensory music, using symbols and Makaton signing to participate in musical sessions and sensory stories.
 - Group 3 students: using and exploring sounds and rhythm, identifying an instrument by its sound when it is played behind a screen, composing, playing rhythms (using bells and djembe drums, for example), choosing and learning songs and singing.
 - Group 4 students: (in addition to Group 3 concepts) composing own music, learning to play an instrument, begin to read music and understand note value, working with peers to discuss opinions/ideas, work on call and response.
 - All students will be developing in SMSC areas – expression of themselves through music, learning about different cultures' musical styles and working with peers to create and interpret their own music.

Development Strategies

In order to achieve our goals and bring about these outcomes in delivering a rich and holistic music education, we will endeavour to:

Promote enrichment through structured musical engagement

Wednesday afternoons are timetabled for a group to perform as a choir and learn songs to perform to an audience in a concert scenario; these sessions are focused on developing pitch, communication, confidence, speed and tone. Additionally, a group meets to practise singing once a week at lunchtime where the students can choose songs, they would like to sing from a selection available, and signing of these songs is also encouraged, to develop communication as well as music skills. The opportunity to perform is then given in whole-school assemblies. This is in addition to weekly, timetabled music lessons in which students can express themselves through a variety of musical activities relevant to their individual needs. Open theatre also enables the students to respond and interact with music.

Provide extra-curricular musical activities

Musical experiences are an essential part of our unique curriculum and the students enjoy weekly lunchtime clubs: Karaoke and Baginton Boppers. Both clubs serve to encourage students to choose their favourite musical tracks and sing and dance along with peers and staff support.

Engage with external providers

Baginton engages with a broad range of external providers in order to further musical experiences for all students. From singers to theatre companies, performances are met with student enthusiasm. Perhaps most notable of regular external providers is Dave who joins us for enrichment and assemblies and Open theatre. This year we held a Summer Music festival where students got to showcase their learning to the rest of the school. It was a huge success and enjoyed by all, with a live band to accompany them. There is a group who uses drama, mime and music to engage and communicate with students. Additionally, the M&M Theatre company perform an annual spectacular which is a firm favourite of students and their interaction with the drama is invaluable to their musical education. Oily Cart is another invaluable external provider which is much loved by students, as well as staff.

Staff

To ensure that where music is being taught and links made in lessons to be highlighted on daily planning slides. Assessment of skills to be carried out and recorded using the platform of Arbour in September and then again at the end of the year to show progression made and skills that have been taught.

Artsmark Award: SLT Link & music lead to use the Arts Mark framework to assess Bagintonfields Academy's music provision enhancing current strengths, addressing areas for development, and further embedding the arts into the school's culture. This will help refine priorities and clarify areas that need further attention, such as curriculum breadth, learner engagement, or co-curricular offerings and celebrate our existing strengths

KS3 to develop their timetable to incorporate one hour of music lessons a week, instead of a current half term rolling program.

To continue to develop link with Coventry Music Hub to offer more students individual instrument tutoring by providing more funding/budget to music to do this.

To develop music therapy and sensory sessions across the school by providing INSET to staff on this and TAC PAC. Develop resources for TAC PAC available to the whole school.

To plan and hold an end of year music festival for students to showcase their skills and talents within music and to create a very enjoyable atmosphere and environment for all to enjoy and appreciate the experience that music has on us individually and as a whole school community. (Music lead, KS5 phase leader and a class teacher Daniel Elsworth)

Continue to attend concerts held by CBSO and Coventry music hub.

Continue to work with Armonico Consort to enable more students to experience the trip to The Royal Albert Hall and the musical skills and knowledge that were taught from this experience.

To continue to develop outdoor musical areas by making it more accessible to everyone and developing staff's skills and ability in using this resource to enhance their music lessons and students break times. (SLT & Music lead)