



## Music at The Duke of Bedford

### Intent

Music is a vital part of a broad and balanced curriculum for all pupils. At The Duke of Bedford School, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing. Our aim is to make music an enjoyable learning experience, encouraging children to participate in a variety of ways. Music can engage, motivate and inspire pupils, along with building confidence; it is a universal language that embodies one of the highest forms of creativity. Charanga is used to provide extra support and resources to enhance music teaching. It features many examples of music styles and genres from different times and places. These are explored via active listening, performing and composing activities, which enable understanding of the context and genre. There is the opportunity to learn ukulele and recorders in Key Stage 2, as well as high-quality lessons with peripatetic teachers being available. Our children will leave The Duke of Bedford with musical knowledge and the ability to make music with others, which helps to develop identity and builds self-esteem.

### Implementation

- Music at The Duke of Bedford gives children the opportunity to learn new skills each year, but also to build upon these skills as their knowledge progresses.
- We recognise that achieving mastery in music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new.
- **Charanga**  
Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:
  - Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.
  - Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.
- **Lessons**  
During music lessons, children will be given opportunities to learn music specific vocabulary in a meaningful context, as well as applying skills learnt and given chances for collaboration through composition.

- **Enhancements**

Music within school offers a School Choir, Ukulele lessons in Year 4, Recorder lessons in Year 3, peripatetic lessons from Key Stage 1, (piano, keyboard, singing, recorder, violin, guitar and ukulele). Our whole school Harvest assembly, Christmas performance and class assemblies give children the chance to perform and a singing assembly is also held each week, where the children learn both traditional and modern songs. Engagement with the local Music Hub provides further opportunities for children to access musical activities led by professional musicians. We have a wide range of instruments available to use and ensure our children are familiar with the names of these and how to play them correctly.

### **Impact**

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of the topic of music.
- Summative assessment of their learning.
- Images and videos of the children's learning.
- Interviewing pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum.
- Staff discussions at meetings to find out which aspects of music are most effective.

By the time children leave The Duke of Bedford, they will have a rapidly widened repertoire which they will be able to use to create original, imaginative, fluent and distinctive composing and performance works. This will be evident through

- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles (helped by the Reflect, Rewind and Replay section of Charanga)
- The ability to give precise verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.