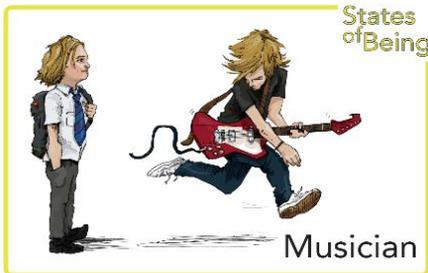


Being a Champion Musician: an approach to Music at Filton Avenue Primary



Intent

What is the point of Being a Musician?

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.

The aims of being a Musician are:

- To 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
- To 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
- To understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Where does it come from?

Being a Musician is integrated into our curriculum through Curious-city. An enquiry-led, local learning approach to the National Curriculum 2014. This approach recognises that the cognitive maturity of learners affects what and how they learn. It also encourages teachers to think of how they encourage learners to be a Musician instead of simply teaching them Design and Technology.

Within a Curious-city curriculum, there is no 'skills or knowledge' debate. It is seamless blend of both, and through every enquiry, learners are challenged to work independently to prove their understanding of Being a Musician.

Implementation

What does being a lead Musician entail?

- Provide encouragement and ideas to staff across the school. Know when Musician enquiries are happening and speak with the relevant year groups.
- Ensure visits and experiences are carried out and provide support regarding this.
- Monitor content, progression and enquiries and be mindful of coverage 'v' skill acquisition.
- Support with the development of skills and knowledge progressions.
- Lead staff training sessions.
- Drive the development of being a Musician, sharing best practice.
- Evaluate being a Musician and complete a Deep Dive analysis.
- Ensure enquiry planning and floor books (or alternative evidence) are sufficient to effectively represent the state of being you lead.
- Lead a group of children to be "Champions" for the subject and use this group to gather different voices across the school.
- With the State of Being Champions, create an annual newsletter for your state of being, which is sent to families and shared on our website and other social media channels. This should celebrate learning, create aspiration and centre children in current affairs for that state of being.
- Working closely with these Champions, have a strong focus on developing pupil voice, ensuring our pupils know their thoughts are valued and providing evidence of the positive impact of our curriculum.
- Lead being an Musician in line with the school improvement plan and curriculum action plan so that you are sensitive to, and understand how, whole school improvement has to be considered strategically in order to have the best effect and not overwhelm staff.
- Develop the wider music provision of the school, including assemblies, instrument lessons and clubs.

What is 'covered'?

Essentially, a Curious-city curriculum uses the National Curriculum 2014 areas as a basic foundation of entitlement. However Curious-city is much more than that. It is localised, real-life and challenges learners to apply their learning in unique ways without the support of adults to prove what they have learnt. Local companies, charities, organisations, individuals and objects are used as foci to enhance and instill a sense of curiosity, pride and stewardship.

Impact

How is Being a Musician monitored and assessed?

Every term, *Being Champions* meet as a team (the Enquiry hub) to discuss and share what they are seeing and hearing and, working as a team, help to review the school's curriculum and contribute to the Enquiry action plan.

Twice a year, Being Champions work with the Enquiry leads to review floor books and enquiry books to ensure coverage and progress across the school for their state of being.

As there is no requirement to formally report attainment of Music, Being a Musician is assessed through monitoring how a learner responds to enquiries and whether they show a particular enthusiasm and disposition towards it, or, if they constantly needed support in order to access it. This information is recorded on the Enquiry crib sheets which are kept and used for report writing towards the end of the year. These are then passed on to the next teacher to use to support future learning.

KS1	Y1										Y2							
Music	What is my hat made of?	Where is my school?	How do we move around?	Who helps who?	What changes around me?	What am I?	What do artists do?	What grows near me?	How could we play in different ways?	What might I do in the future?	What could my classroom be made of?	How do we live a healthy life?	How can we help?	What did Brunel do for Great Britain?	How are schools the same?	How do plants grow near me?	What is home?	How will we get around in the future?
use their voices expressively and creatively by singing songs and speaking chants and rhymes																		
play tuned and untuned instruments musically																		
listen with concentration and understanding to a range of high-quality live and recorded music																		
experiment with, create, select and combine sounds using the inter-related dimensions of music																		

© 2020 Lighting up Learning | Curious-city™ is a registered trademark of Lighting up Learning | All rights are reserved | www.lightinguplearning.com

Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

KS2	Y3			Y4			Y5			Y6																				
Music	Where does the darkness come from?	How can we find out about people in the past?	What is underneath our feet?	Why did people travel in the past?	How can you feel the force?	How do plants die?	What is the difference between surviving and being healthy?	What is the difference between noise and sound?	Why are more people becoming vegetarian?	Why do we live here?	What is creativity?	What should you flush down the loo?	Who has stood here before us?	How can we switch off?	Where does our water come from?	What does the Earth look like from the Solar System?	How can you show what you believe in?	Where is our twin?	How can science help the homeless?	Who is trading with whom?	What makes a good performance, great?	How are you helping to save our planet?	What do forces actually do?	How are lives saved?	Who were the greater engineers?	Linnaeus and Darwin - how are they connected?	Where does our food really come from?	How do we all live together?	Why are shadows important?	How big is your footprint?
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression																														
improvise and compose music for a range of purposes using the inter-related dimensions of music																														
listen with attention to detail and recall sounds with increasing aural memory																														
use and understand staff and other musical notations	To be taught discretely - not included within a specific enquiry																													
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians																														
develop an understanding of the history of music																														

© 2020 Lighting up Learning | Curious-city™ is a registered trademark of Lighting up Learning | All rights are reserved | www.lightinguplearning.com

Light Blue indicates objectives are enhancing

Dark Blue indicates objective as lead state of being

