Music at Robin Hood Junior School

Our Vision

We want our children to be:

literate and numerate – achieving outcomes which build on our starting points and reflect our high expectations

hardworking – reflective and resilient; able to persevere, punctual and aware of our part in the community

communicators –through all areas of the curriculum and in all our interactions with others

brave – taking risks in our learning, extending ourselves and those around us through controlled exposure to risk

compassionate – aware of differing experiences and opportunities; proactive, tolerant and open to ideas.

School Development Plan

- Build independence and a growth mindset (risk-taking; metacognition)
- Opportunities for challenge and choice (mastery; learning conversations; feedback and intervention; action research)
- Widen horizon for the whole community (better knowledge of prior learning; parental engagement opportuni-

SMSC in Music

Spiritual: Creating, performing or listening to music can sometimes be a moving and even spiritual experience.

Moral: We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life.

Social: Children have the opportunity to listen and appraise music with other children, exchanging ideas and preferences. Music can often be a shared experienced both in terms of performing as part of a group and exploring a range of styles and genres together.

Cultural: Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

Our Teaching Principles

At Robin Hood Junior School, we want to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We provide opportunities for children to create, play, perform and enjoy music, to develop skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Our teaching follows the Charanga scheme provided by our local music education hub (Sutton Music Service) which, in line with the national curriculum, provides pupils with an integrated, practical, exploratory and child-led approach to musical learning. Each unit of work comprises the of strands of musical learning which correspond with the national curriculum for music: listening and appraising; musical activities and games; singing; playing instruments; improvisation; composition and performance.

In Year 4, each pupil is given the opportunity to play a musical instrument as part of a Whole Class Ensemble Tuition (WCET) provided by Sutton Music Service. This provision is delivered in line with

Assessment

Performance: Children share what has taken place during the lesson and work towards performing to an audience.

Skills and knowledge: Children gain understanding of 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.

Long-term learning: The final unit in each year—'Reflect, Rewind and Replay' — allows for revi-