

Music at Shelton Junior School

Our Music curriculum, using the Charanga scheme, aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to use their voices expressively, play instruments and explore their thoughts and feelings through expression and musical language. It will encourage pupils to understand how music is used for various occasions and have respect for how music can contribute to the culture and wealth of ours and other nations.



<p>At Shelton Junior School, our POWER curriculum gives us the</p> <p>Power to achieve our dreams, and the</p> <p>Oracy skills needed to be successful.</p> <p>We are kind to each other and care for our school, community & planet.</p> <p>Everyone is equal and treated with respect.</p> <p>Reading for knowledge and pleasure gives us the POWER to succeed!</p>				<p>Our Shelton Superpowers underpin all aspects of school life as we seek to nurture these qualities in all children in our care:</p> <p>Perseverer - resilience</p> <p>Reflector - reflectiveness</p> <p>Investigator - curiosity</p> <p>Thinker - concentration</p> <p>Collaborator - collaboration</p>	
<p>Power to achieve our dreams</p>	<p>Oracy skills</p>	<p>We are kind and caring</p>	<p>Everyone is equal</p>	<p>Reading</p>	
<ul style="list-style-type: none"> ◆ Internal and external performances to showcase singing, performing and composing skills. ◆ Regular opportunities to share composed music and perform to peers. ◆ Music club including choir to develop love and interest in music. ◆ Music teaching opportunities in school, allowing children to learn and perform various musical instruments. 	<ul style="list-style-type: none"> ◆ Music terms (e.g. pitch, phrase, beat) used across all year groups. ◆ Explicit vocabulary linked to progression of key skills and themes built on year by year. ◆ Discussion around vocabulary in lessons. ◆ Vocabulary jotters for every child to make note of musical terms and refer back to. 	<ul style="list-style-type: none"> ◆ Learning about the background of musicians will promote empathy amongst the children for real-life situations/feelings. ◆ Recognition of achievements of musicians shows the children what they can achieve and helps them to aim high with their aspirations. ◆ Providing positive feedback on performances will help create an encouraging environment. 	<ul style="list-style-type: none"> ◆ Everyone has access to music skills and the music curriculum. ◆ Suitable learning opportunities for all including a range of challenges and different resources. ◆ Tasks set are open-ended and many open to interpretation and individual response. ◆ In-class teacher and TA support . ◆ Pre-teaching of vocabulary. 	<ul style="list-style-type: none"> ◆ Reading as a reader/writer ◆ Vocabulary jotters for every child—adding music terminology to refer back to. ◆ Creative opportunities to support texts being explored. ◆ Reading opportunities in music to support composition skills and metacognitive learning. 	
<p>Music Concepts</p> <ul style="list-style-type: none"> ◆ Play and perform in solo and ensemble contexts. ◆ Improvise and compose music for a range of purposes. ◆ Listen with attention to detail and recall sounds. ◆ Use and understand musical notations (e.g. staff). ◆ Appreciate high quality live and recorded music from different traditions/cultures. ◆ Develop an understanding of the history of music and great composers. 				<p>Music Content</p> <ul style="list-style-type: none"> ◆ Musical vocabulary should be taught throughout all years. ◆ Performing skills; Y3, Y4 , Y5, Y6 ◆ Composing; Y3 (choosing sounds to represent ideas, make short musical patterns). Y4 (select a sound for effect, use several layers of sound). Y5, Y6 (make music for occasions). ◆ Listening and Evaluating; Y3 (whether music is happy or sad, describe the tone and tempo). Y4 (suggest improvements). Y5 (suggest purposes for musical extracts). Y6 (describe and compare). 	