**We are Musicians**

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| **Intent** | | |
| At Dean Gibson we believe that Music plays an integral role in helping children feel part of the wider community, and we provide children the opportunities to create, perform and enjoy music in class and in performances in school and at venues to a wider audience.  Through assemblies and performances children can showcase their talent and their understanding of performing.  All children will have an opportunity to participate in music-making, playing an instrument and singing throughout the school.  Children will leave Dean Gibson with good musical knowledge and be confident with musical vocabulary-which has been taught through the New Music Model Curriculum.  Moving into secondary education we aim for children to have…  A passion for listening to different genres of music and having the confidence to perform music in whole group and small group settings.  Children will recognise the cultural importance and significance impact that music has on their lives and the wider world.  Go on to enjoy and continue their studies in Music. | | |
| **Enrichment** | | |
| **Musicians**  **Composers** | **Here are some ways that we enrich our curriculum** | |
| **Robins - Nursery & Reception**  ***Rodgers and Hammerstein***  *‘The March of the Siamese Children’ from The King and I.*  *‘My Favourite Things’ from The Sound of Music.*  *‘do re mi’ from The Sound of Music.* | * Experimenting with different instruments * Nativity * Hymns in Mass | Whole School |
| During our outside time planned in each term, SL will ask that the children spend time experimenting with sounds and music outside.  We will have a musician of the term that the children will be asked to listen to and give their opinion of. |
| **Sparrows - Year 1**  ***Tchaikovsky***  *‘Waltz of the Flowers’ and ‘Russian Dance’ from The Nutcracker*  ***Antonio Vivaldi***  *Four Seasons*  ***Camille Saint-Saëns***  *‘The March of the Royal Lion’ and ‘The Elephant’ from Carnival of the Animals.* | * Glockenspiel teaching * Nativity * Hymns in Mass * Boom whackers |
| **Finches - Year 2 & 3**  ***Camille Saint-Saëns***  *Danse Macabre*  ***Tchaikovsky****(alive during Victorian Era)*  *‘Swan Theme’ from Swan Lake*  ***Ludwig van Beethoven***  *Symphony N.o. 5 – Movement 1* | * Glockenspiel teaching * Nativity * Hymns in Mass * Boom whackers |
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| **Swifts - Year 3 & 4**  ***Modest Mussorgsky***  *A Night on The Bare Mountain*  ***Modest Mussorgsky***  *Pictures at an Exhibition*  ***J.S.Bach***  *Tocatta in D Minor* | * Glockenspiel teaching * Nativity * Hymns in Mass * Big sing concert available * Choir club available * Paid lessons available for the piano. |
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| **Kingfishers – Year 5**  ***History of Jazz***  *Louis Armstrong – Dixieland Jazz*  *Oh When the Saints*  *George Gershwin –*  *The Jazz Age*  *Rhapsody in Blue*  *Glenn Miller –*  *Swing*  *In the Mood*  ***Gustav Holst***  *‘Mars’ from The Planets Suite*  ***Edvard Grieg***  *In the Hall of the Mountain King* | * Glockenspiel teaching * Nativity * Hymns in Mass * Big sing concert available * Christmas carolling option for children who are Mini Vinnies * Choir club available * Paid lessons available in Piano |
| **Eagles - Year 6**  ***John Williams –***  ***Film Music***  *Superman – Superman March*  *Harry Potter –  Hedwig’s Theme*  *Star Wars – Imperial March & Main Theme*  *Jaws – The First Bite*  *Jurassic Park – Main Theme*  *Indiana Jones – Raider’s March*  ***Leonard Bernstein – Samba Music,***  ***Film Music***  *‘Mambo’ – West Side Story Symphonic Suite* | * Glockenspiel teaching * Nativity * Hymns in Mass * Big sing concert available * Christmas carolling option for children who are Mini Vinnies * Choir club available * Paid lessons available in Piano |
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| How musicians are taught at Dean Gibson | | |
| **This is how it works:**   * Lessons provided through cross curricular or discrete lessons. * We will use Charanga as a resource to work from. * All children will have access to glockenspiels and instrument tuition (paid for in KS2). * One lesson every week. * Clear progression of skills developed throughout school. * Specific composers and genres are taught throughout the school. * Progression of knowledge developed each year building on prior learning. * Vocabulary will be taught and will be built upon each year. * Children will have had the opportunity to use a range of resources and develop competency in using them safely. * Children will experience music in their local area and use their skills practically to enhance their learning. * We will plan workshops, trips, visitors and fieldwork days that bring topics to life.   **This is what adults do:**  • Teachers work collaboratively to support each other in the teaching of music, understanding and applying current developments in the subject, and providing direction for the subject in the school.  • Teachers show enthusiasm for the subject regardless of personal capabilities.  • Curriculum leader evaluates the strengths and areas for development in the subject and indicate areas for further improvement.  • Create a positive learning environment to encourage discussion and personal opinion.  • Ensure a safe working environment.   * Communicate with other schools in different locations. * Look for opportunities to use specialists and outside providers when necessary.   **This is how we support:**   * We teach music to all children, whatever their ability, providing a broad and balanced education to all children. * Teachers provide learning opportunities and adapt teaching to the needs of children with learning difficulties. * Different technologies of resources are used to allow all children and those with special educational needs to have access and contribute to lessons.   **This is how we challenge:**  • Additional activities to stretch learning, encourage knowledge building and develop skills.  • Extra-curricular activities targeted at gifted and talented children.   * Provide opportunities above and beyond the National Curriculum. * Provide opportunities to close any gaps.   **This is how we ensure all children can access the curriculum:**  • EAL and SEN children are introduced to vocabulary before the lesson.  • Peer support.  • Providing equipment that may support individuals. | | |
| Impact | | |
| Learning music reinforces language skills, builds and improves reading ability and strengthens memory and attention. Performing music will also help the children feel a lot more confident and relatable to their peers.  Music expresses feeling and thought without language barriers, children that are extremely shy can express themselves. Children with these language barriers; English as a second or third language can access the lesson with no restrictions and just compose/perform music with their peers as Music is a universal language. Music can assist with the reduction of anxieties and depression teaching the children to focus and helping them understand subjects such as maths, as they go hand in hand. Playing music \ performing helps the children improve social skills and is a form of self-expression that everyone can be included in.  There is music in every child. Our job is to find it and to nurture it.  When children leave Dean Gibson we hope they will be confident performers, composers and listeners and will be able to express themselves musically. | | |