



Music at Fairford

Intent

At Fairford, we will enrich children with a genre-diverse music education: inspire all children to showcase their voices proudly; embracing a greater confidence and striving to rejoice in happiness; singing collectively to develop our spiritual Christian distinctiveness. We will give children the opportunity to appraise, to perform and explore a wide range of instruments, creating music as an artistic expression of our souls, moods and in celebration of people and memories of the past. Above all, we give all of our children the opportunity to shine musically through whole-school singing, performances or choir and individual peripatetic instrument teaching.

Implementation

The acquisition of knowledge and the development of skills is carefully planned in a spiral curriculum. We teach using the Charanga scheme, which ensures a clear and structured progression of musical skills – with weekly taught sessions and unit outcomes. Progression throughout the unit of work reinforces the interrelated dimensions of music. With each new song, pupils always learn from the foundations of pulse, rhythm and pitch, moving onto further building blocks of music individual to the genre being learnt. The scheme aims to develop instrumental, improvisational and compositional skills growth. We assess pupils individually three times a year in both musical genre and musical skills in each year group.

Our breadth of curriculum is designed to be memorable and rich in opportunities to listen, explore and compose music. High quality teaching and high quality learning experiences lead to long term learning. All children have weekly access to instruments, external musicians come in to play or sing every term, enabling our children to develop a love of music in all its forms as well as developing their appraisal skills, musical experience and note progression. We are developing our children's knowledge of classical and jazz composers – genres which children may not encounter as much at home or in current chart music but ones that they should have depth of understanding of due to their importance within the history and development of music education. All key concepts are embedded through knowledge organisers and revisited each term through the musical building blocks. These concepts are developed over time and repeated in different contexts to highly embed these skills. There is a balance of teacher led, pupil led, paired and group work activities, with high expectations of our learners.

Fairford's music curriculum is reflected in a pedagogical approach that actively enables pupils to reflect and explore the spiritual and ethical dimensions of The Bible. In 2019, we welcomed iSingPOP to Fairford where together we launched into a singing, recording and performing week long project. The whole school was involved in recording their very own school album which was sold to raise money for charity as well as putting on a concert in St Mary's Church, where the community and parents joined us to celebrate the children's achievements. The impact of the project is that the relationship between the school, church and diocese remains





continually supportive and sustainable, thus enhancing the learning of both pupils and the congregation through musical and collective sung worship. It is a link that is widely acknowledged and highly valued by all members of the school community. Our yearly Christingle service takes place at St. Mary's Church in Fairford where the whole of our school community plus the wider community gather together to celebrate the true message of Christingle and Christian fellowship. The collective sung worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world.

Music is being rigorously developed at Fairford. Whole staff twilight CPD takes place once a year, with further staff meetings for teachers. CPD has also been provided for all teaching assistance to enable them to further develop their knowledge of music and how it is taught within our school. Teachers and teaching assistants use this experience to experiment in their own setting, then reporting back effectiveness and developing a bank of musical resources and experiences across the school.

Additional opportunities which children are welcome to join are our Fairford Primary Choir and learning an instrument through our peripatetic music teachers. Our aspiring choir at Fairford has been extended from KS2 only down to Year 2 to promote singing to our younger pupils. In 2019, our choir grew from 10 children the previous year to 50 children from Year 2 – Year 6! Our choir children are often natural performers, or if they are not we coax them 'out of their shells' with a little encouragement and 'shared sparkle' through group performance. We have attended the Voice In a Million Wembley Concert for several years and always share our learning of songs with the whole school through singing assemblies. We are extremely fortunate to have 'Bateman Music' peripatetic teachers who can provide 1:1 tuition for learning instruments to our children. We also have iRock, who inspire the children to play an array of instruments and be a part of a band. The children love having the opportunity to experiment with different instruments, build confidence as part of an ensemble and feel like 'Rock Stars' during their performances to the school.

Impact

We design our own bespoke music assessment at Fairford, which assesses both progression of skills and knowledge of music topics/genres. Our teachers designed this model together as a team to ensure it is consistent with other foundation subjects following advice from Ofsted in January 2019: 'In music, attainment is not as strong as it is in other subjects. This is because the development of skills has not been as systematically identified, planned and taught to enable pupils to make substantial progress.'

Our involvement in The Cheltenham Festival Musicate project has dramatically influenced our assessment system and genre-based skills curriculum, giving our pupils access to learning a diverse range of music which enriches their creativity and mindfulness through the building blocks of music. As a new music leader in September 2019, without any musical experience except hairbrush singing and air guitar, Musicate CPD took our subject leader out of her comfort zone and equipped us with the tools to develop musical knowledge and confidence.





It is continuing to up-skill everyone at our school as knowledge and skills are echoing out to our parents and our community – most importantly, the momentum of the project is shining brightly like a beacon of inspiration to our children – especially through the COVID19 partial school closure, where our Musicate team prepared and sent out musical exercises and quizzes to enjoy via You Tube at home. All of the impacts of music leadership this year have rippled out from Musicate roots. More children than ever at our school are learning instruments, rapidly developing a craft of performance and composing music.

Enjoyment of our musical curriculum enables pupils to develop their performance confidence and to feel spiritually bound to our school family. Not only does our curriculum empower our children to make their voices be heard, but it teaches them that music is a deeply creative, expressive tool which can be used to celebrate and heal us.

