

# Jerry Clay Academy



## Music Learning at Jerry Clay Academy

Review Date: September 2026





## Introduction

Music is a central part of the creative life of Jerry Clay Academy. It is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in our personal development. Music reflects the culture and society in which we live and so the teaching and learning of Music enables children to better understand the world they live in. Music is a creative subject but can also be a demanding and highly academic subject. It plays an important part in helping children to feel part of the community. As such, Music plays an important role in the day-to-day life of the Academy and helps us to celebrate, reflect and learn together as a community throughout the year.

## Intent

Music is taught in all year groups by the class teacher or by visiting specialist from Wakefield Music Services with a practical approach and a strong emphasis on performance.

Our curriculum provides progressive opportunities for children to build their knowledge and skills through high-quality experiences with their class, enhanced performance work with specialist teachers and a range of extra-curricular activities. Classes work towards performances **so that** they can demonstrate, apply and refine their performance and **so that** we can celebrate their progress together. They gain experience of performing in front of an audience allowing them to develop self-confidence and self-esteem as well as presentation skills, teamwork, perseverance and leadership skills they can draw on in their future lives.

We aim for children to develop a love of and an aesthetic appreciation of Music as well as an understanding of its role in society.

Our Music curriculum is framed by the Charanga Curriculum with 6 units over the course of the year. Each unit has a final performance for the children to showcase their learning and provides opportunities:

- to listen to and develop their knowledge of a musical genre or form,
- to sing and learn to play musical instruments,
- to be creative in improvising and composing their own music
- to apply their knowledge and skills into at least one performance and to rehearse and refine (polish) this performance
- to evaluate their own response to the music and the performance and that of their audience.

Teachers also devise or adapt their own musical performing projects reacting to the learning in class or to events on our values calendar or in society.

### **Mastery in music**

Music learning enables children to develop knowledge and skills through a repetition-based approach to learning. Music teaching and learning is not neat and linear but the strands of listening, singing, performing, improvising and composing and understanding of music are constantly revisited and deepened in a learning spiral. Over time, children can learn new musical skills and concepts and revisit and deepen established ones so that they attain greater competency and automaticity. This allows them to have a broader and deeper knowledge and understanding so that they can make creative choices and achieve greater freedom of expression in their music.

### **Performance**

Preparing for a performance provides the children with a purposeful reason to create and celebrate progress and excellence in Music. Throughout their time in the academy, children will have the chance to perform in front of an audience of other children, parents, in the community or in other venues.

Music is often combined with Drama, Art and Dance to create varied Performing Arts opportunities including each child to experience a wide range of creative opportunities.

Classes perform regularly to parents and we have regular performances to parents and to the local community **so that** our entire community can celebrate our achievements over the year.

## **Singing**

At Jerry Clay, we sing to as part of our weekly routine, for enjoyment, to develop our singing ability and to reflect on our Values and themes in our learning. We sing in class, in assemblies and at special events and performances. We love to sing and have opportunities to sing in competitions and festivals. Our choir won the coveted Rothwell Music Festival Junior Choir competition two years in a row.

We often combine singing and signing and are developing our use of Makaton within singing in line with our drive to develop this method of communication within the academy.



## **Learning to play a musical instrument**

Every child has the chance to learn to play a musical instrument. This leads to enjoyment and a sense of achievement, provides numerous opportunities and develops valuable attributes including perseverance, resilience, concentration and self-confidence.

All children have the experience of playing tuned and untuned percussion instruments within our progressive scheme of learning.

During KS2 all our children spend at least one year learning to play the ukulele as part of the Wakefield Music Services First Access programme, developing valuable skills as a good starting point in this fantastic instrument and the knowledge that they can succeed in Music. From Key Stage 2 children can also choose to learn to play a musical instrument (piano, strings, woodwind, brass, percussions, guitar) with a visiting peripatetic teacher. Instrumental groups perform in assemblies regularly and children can get involved with further ensemble playing in bands or orchestras at a local Music Centre.



### **Musical connections**

Music is also a powerful tool used to help children to learn knowledge in other subjects by singing or composing their own songs. Singing works closely alongside communication and language development and allows the children to articulate and internalize language structures. The intrinsic knowledge of Music gained from performing (rhythms, melodies and textures) facilitates mathematical understanding.

### **Music in the Community**

Music also helps us to feel part of our community; in our class, our school, our community and our wider community around the country and around the world. We cherish our links with musical groups in our community and enjoy performing alongside The Wrenthorpe Singers and Ukulele group.



## **Music in our Daily lives**

Each week, children participate in whole school singing assemblies where they develop a range of voice and performance skills. Singing from an established repertoire, children explore a broad and diverse range of songs and compositions that complement their wider creative curriculum as well as their social and emotional development and 'Jerry Clay Learner Traits'.

## **Music and the Jerry Clay Learner Traits**

The creative and musical experiences the children encounter in the academy are valued for the opportunities they provide to develop their learner traits of communication, risk-taker, team work, thinker, inquirer, perseverance and caring.

## **Implementation**

Class teachers draw on the Charanga Scheme of Learning (Model Curriculum) which provides a structured and progressive scheme of learning in line with National Curriculum expectations.

The Music co-ordinator will set up staff with a log in for the scheme which is available at [www.wakefieldmusicservicesonline.co.uk](http://www.wakefieldmusicservicesonline.co.uk). This is a comprehensive scheme which uses the interactive whiteboard to facilitate learning in all key areas of music and provides support for both the specialist and non-specialist teacher to provide high-quality practical music making opportunities and to develop in-depth musical knowledge.

There are 6 units of learning for each year group and each unit works towards one or more performances that incorporates the different aspects of learning in the unit in listening, singing, performing, improvising and composing.

Staff should use the New Model Music Curriculum B but may choose to revisit some 'old favourites' from the Award winning original Scheme of Learning A.

**A** Charanga's Award-winning Original Scheme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>	Big Band	Big Band	Big Band	Big Band	Big Band	Big Band
<b>1</b>	Big Band	Big Band	Big Band	Big Band	Big Band	Big Band

- ✓ Meets all the requirements of the statutory National Curriculum for Music
- ✓ The music curriculum of choice for 1,000s of schools across the UK. Loved by teachers and children alike.
- ✓ Ofsted

**B** Charanga's new Model Music Curriculum Scheme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>1</b>	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together!
<b>2</b>	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert

- ✓ Meets all the requirements of the statutory National Curriculum for Music
- ✓ Charanga's new MMC Scheme supports schools wishing to explore the new Model Music Curriculum
- ✓ Ofsted

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>1</b> PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
<b>2</b> PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
<b>3</b> PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
<b>4</b> PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
<b>5</b> PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
<b>6</b> PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6

Units provide:

- **Retrieval.** A baseline quiz to revise and consolidate prior learning. Additional retrieval opportunities include giving the children the chance to sing or play through previous performances they have learned. Revisiting these performances regularly allows the children to continue to deepen and broaden their knowledge and understanding of different musical styles and to consolidate their skills.
- **Listening activities.** The chance to focus in on a piece of music and its musical style or genre. Learn about how the elements of music combine in this style of music and about the social, historical or geographical context of the music. Compare this with other similar and contrasting styles of music and get to know some really great pieces of music!
- **Singing.** Learn to sing the song as part of an ensemble or choir, follow a leader of conductor and understand the meaning of the song. Demonstrate and develop correct posture, breath control and other singing techniques.

- **Playing an instrument.** Use a rhythmic or melodic instrument to learn a part of a class performance. Instruments could be tuned or untuned percussion or could draw upon the children's own instrumental skills. Differentiated parts are provided so that each child can feel successful and challenged and can learn to fit their own part within a larger group.
- **Composing and improvising.** Use the on-screen prompts to enable the children first to improvise music whether vocally or on an instrument. They will draw on the rhythms and melodies they have been practising and make up their own. When they start to practise this or to write it down in anyway this becomes a composition that the children can develop and improve over time a bit like drafting and redrafting in literacy. Its not a question of right or wrong but is more a case of having a go and creating what sounds good. The scheme sets up the activities within correct musical boundaries so that the children can only succeed. Teachers who are musicians can access the musical parameters that are set within performances and use this to create further creative opportunities for the children however this is not required as the scheme provides this for all children.
- **Notation.** Children learn how to notate or write down their music in a range of ways including graphic scores or pictures, rhythmic or melodic musical notation.
- **Performing.** Rehearse and then perform to share the learning from the lesson and the unit. Evaluate the performance and its impact on the audience. Aim to perform in front of other people such as other classes or parents at least once during the unit.
- **Assessment Checkpoints.** Assessment checkpoints in listening, singing, performing and composing and improvising as well as an End of Unit Quiz.

Music may fit into the weekly timetable as either a lesson each week or in several shorter chunks of time. Equally, longer music lessons may be blocked together once or twice each half term to allow for sustained development of musical projects.

Staff should begin by watching the useful video overview that accompanies each unit about the styles of music, the 6 steps in the unit, how to navigate the activities in the unit and what to look for at each assessment checkpoint.

**Unit Overviews** show how the learning in this unit provides progression from previous learning and the key learning in the unit.

Prepare and display flashcards of the key vocabulary for each unit.

Look through the unit including whiteboard activities, lesson plans and Understanding Music information.

Think about the children in your class and which instruments they can play. Prepare and print any additional sheet music needed for instrumental players.



## About this unit

The screenshot shows a digital music curriculum interface. At the top, there are navigation tabs: SCHEMES, FREESTYLE, INSTRUMENTS, SING, SEND, and MY WORKSPACE. Below these, the breadcrumb path is 'Home > Model Music Curriculum > Year 4 Unit 3 > Assessment Checklist'. The main content area features a video player titled 'Listen - Mambo From West Side Story' showing a group of children playing brass instruments. A sidebar on the left lists various activities under 'Musicianship Options', 'Listening', and 'Singing Options'. The video player has a progress bar at 0:54 / 2:31.

## Planning and Support

Three document thumbnails are displayed, each with a title and a 'SHOW' button. The first is 'Lesson Plans', the second is 'Listening', and the third is 'Understanding Music'. Each thumbnail shows a preview of the document's content.

## Songs

Three song cards are shown, each with a play button, a progress bar, and a 'SHOW' button. The first card is 'Bringing Us Together', the second is 'Old Joe Clark', and the third is 'Dance With Me'. Below each play button, there are two rows of text: 'Arrangements (8) SHOW' and 'Sheet Music (76) SHOW'.

## Recording and sharing the Music

Record and save videos or recordings of your children's learning or photographs of notation and save these in Staff Shared/Subject Evidence.

Each class should perform regularly. Incorporate performances into class assemblies or share these with parents via X.

### **Performing and Feedback**

Use the Assessment Checkpoints to inform and guide next steps for the class and for individual children. Assessment check points cover children's singing, performing, musicianship and understanding, improvising and composing and how all the elements come together to make a performance.

Use a peer to peer approach to encourage discussion and reflection on performances.

### **Music – Mastery through repetition**

Aim for music to be part of your daily and weekly routine so that the children have regular opportunities to develop deep musical understanding and skills. Think of performing whether singing or on an instrument as a sport where muscles need to be developed and muscle memory and coordination allows children to develop automaticity which enables greater freedom of expression and competence.

Sing songs as part of your daily routine or repeat the warm up or rhythm games such as keeping the pulse, copy cat, 'Don't clap this one back'

### **Singing at the heart of the Music Curriculum**

Singing is at the heart of learning in Music, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Come along to Singing assembly periodically to learn some songs with your class and aim to sing as much as possible. Resources can be found on Staff Shared / Academy Music, on the Charanga website and on Sing Up and are widely available online.

### **Musical links to other subjects**

Aim to use Music and songs to teach subject matter in other curriculum subjects. The Charanga website also contains a collection of songs and related resources linked to different themes and these are widely available online too. The Music Subject leader can often ideas for successful, quality resources.

Can you use song lyrics as a text for reading? Remember that tapping those rhythms will strengthen not only musical skills and understanding but also deeper concepts of pattern and number that strengthen mathematical thinking.

### **Strategies to support children with SEND**

At Jerry Clay Academy, in Music we use a number of evidenced based strategies to support children with SEND. We want all children to be assured opportunities for transformative musical experiences that can help to raise attainment, boost self-esteem confidence and behaviour and promote inclusion and social cohesion.

Dependent on need, we seek to overcome any barriers to learning in music.

- Help in managing the written communication aspect of music – such as by using a larger print, multi-sensory reinforcement and a greater emphasis on the aural memory skills.
- Encouragement to use other forms of expression and communication when there are difficulties singing or speaking such as flexibility and expressive use of the voice, Makaton signs or gesture
- Access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills

#### Scaffolding:

- Support for SEN children with learning musical skills by providing multimedia models including the on screen resources , visual prompts and physical modelling.
- Games and songs to reinforce key musical concepts through physical engagement repeatedly so that it is known and understood deeply before being made explicit. An example would be pulse games or singing games that allow children to internalise aspects of music such as intervals, rhythm or melody that are built up as favourites so that when the concept is taught it is understood.
- Using a stepped approach to performing and composition, initially providing more scaffolds such as questions to be answered, rhythmic ideas to adopt before offering greater freedoms later.
- Using a stepped approach to improvising and composing by limiting or extending the range of notes used as confidence and competence increases.
- Increasing participation in a performance by encouraging the pupils to initially join in only a limited section before gradually adding to the amount that they contribute. (For example – join in with the repeated line ..., join in with the whole chorus, etc)
- All scaffolding follows a 'I do, we do, you do' approach.

#### Explicit instruction:

- Offering explicit instruction through the on screen materials and through additional face to face modelling which pupils can use to try them selves independently.
- Pupils will be build up a bank or repertoire of songs that practice key skills and knowledge
- Pupils will learn specific techniques for performing on instruments and with the voice.

- Pupils will be given specific opportunities to practise specific skills that are barriers to learning
- Visual aids and concrete examples will be modelled using instruments by the teacher to embed and deepen understanding.

#### Cognitive and metacognitive strategies

- Tasks may be 'chunked' into smaller steps
- Learning songs and rhymes will allow children to internalise rhythms of music and of language.
- Support may be given to avoid cognitive overload. Letter names, visual or auditory cues will be provided to support children to learn melodies or chord sequences. Colour coded stickers may be used to demonstrate where to place the fingers so that children are supported to learn new skills.
- A cyclical structure will allow children to constantly revisit and build on their knowledge and skills and an ethos of repetition will build enjoyment and confidence. Memorisation will be encouraged so that children can then focus on creative and musical expression.
- Dependent on ability, children with SEN may be asked to evaluate their own learning and discuss what they need to do to move their learning forward.

#### Flexible Groups / Fading

- Temporary groups may be established to support learning in a particular concept
- We will allow all children to participate to the maximum amount in music making within sessions so that children gradually learn parts by joining in with the pulse or rhythm, using body percussion, using instrument specific skills or singing, coaching or supporting their partner so that they rapidly internalise the music. Within each group, support and scaffolds will be given when needed.

#### Use of technology

- Technology provides many useful resources for making and combining sounds, allowing pupils to interact directly with material while learning concepts. These included interactive online resources as well as software such as garage band.
- Children can listen independently to music using technology including online.
- Devices and software programmes or apps can be used to record music allowing to listen to their own performances, evaluate them and reflect on their next steps.
- Where needed, technology can provide additional accessibility to music making for some children with SEND.

### **Opportunities for enriched musical learning**

Jerry Clay Academy works closely with our local Music Hub, Wakefield Music Services and other visiting teachers to offer quality and engaging learning opportunities. The children are offered the opportunity to learn a musical instrument with specialist teachers. (Please ask at the school office for further details.)

We aim to share and celebrate musical achievement as much as possible through: hearing children play their instrument or sing in class or assembly, inviting other classes or parents to listen to our performances, sharing performances on Twitter or the school website and inviting groups to perform to us in school.



## Impact

Children at Jerry Clay Academy develop a love of music and an understanding that they can succeed in music. They develop skills and knowledge that allow them to move on to further musical learning or to take part in musical activities in their next phase of education or in their future lives. They have experienced a wide range of quality music and quality music-making opportunities and have an understanding of music in our society.

## Performing together - The Power of Music

Performing together allows us not only to develop our learner traits but also to build our Jerry Clay Community and strengthen our bonds of support and trust. We love performing together and take a delight in sharing in our own success and in other people's successes in Music.

We celebrate and share, we learn and we are inspired. Music helps us to communicate, to express ourselves and to make links with people close to us and far away.

We continue to strive to make links with people and to share the sheer joy of music with all our children.



### A Musical Year at Jerry Clay Academy

Harvest Festival (October)

EYFS and Y1/2 Christmas Nativities (December)

Carols around the Christmas Tree (Whole School) (December)

Singing with Wrenthorpe Singers (December)

Christingle (December)

Theme weeks (e.g. Performances by classes)

Easter Celebration (March / April)

Celebration Week Performances (June/July)

**September 2024**

**Mr T Palin**