

MUSIC at Woolmore

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." - **Plato**



Our Key Concepts for teaching and learning in Music

- **Perform** - understanding that music is created to be performed.
- **Compose** - appreciating that music is created through a process which has several techniques.
- **Transcribe** - understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.
- **Describe music** - appreciating the features and effectiveness of musical elements.

We believe becoming a musician involves

- Expanding our knowledge of music, to help create original, imaginative and fluent composition and performance work.
- Having a musical understanding which is underpinned by developing levels of technical expertise.
- Building awareness and appreciation of different musical traditions and genres.
- Widening our understanding of how historical, social and cultural origins of music contribute to the diversity of musical styles.
- The ability to give explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

What makes Music at Woolmore special?

1. Many of our lessons are delivered by music specialists

We work with THAMES (Tower Hamlets Music Service) music specialists who deliver instrumental teaching to our Y4-6 children. These specialists ensure every child has an opportunity to learn to play a range of instruments including recorders, ukulele, djembe drums, xylophones and glockenspiels. They develop children's ability to read music progressing from non-standard to standard notation. Our music specialists support us with the procedural knowledge, such as playing an instrument, that is the foundation of performing and composing. They also teach key aspects of our music appreciation learning including the origin of music from a range of cultures and points in history and how these have influenced music today.

Additionally, our THAMES teachers offer violin lessons for those children in upper Key Stage Two with a particular talent or interest in music, working with these children to involve them in Tower Hamlets Junior Orchestra and transition them into ongoing instrumental lessons in Secondary School.



2. We seek out opportunities for our children to perform and celebrate

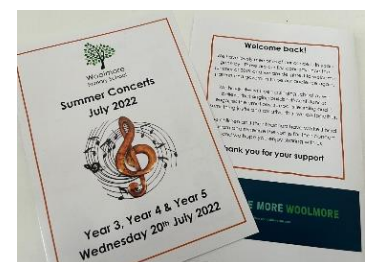
We pride ourselves on being a Singing School and support the research that singing increases children's confidence, boosts well-being and has additional educational benefits such as developing children's vocabulary and cross-curricular links.

Understanding our key concept that 'music is created to be performed,' we plan opportunities to showcase our learning.

We ask ourselves 'What it would take' for children to feel successful when performing to an audience. We understand this involves practising the pieces we have created and being clear about what being 'performance ready' means. We value the opportunities we have for families to see our children perform. In our first series of post-covid concerts we had over 700 family members attend: the joy and pride across our school community was tangible!



In the past, we have taken part in Young Voices: taking a very inclusive choir to sing at the O2 alongside thousands of other school children and their families. We look forward to returning to this experience.



3. We often make links with music across our wider curriculum



Year 6's singing and playing Bob Marley's Buffalo Soldier as part of their Maafa Topic learning about the history of the transatlantic slave trade and its historical impact.

We recognise that whilst music should primarily be taught as important in its own right, it can also develop the skills, attitudes and attributes that support learning in other national curriculum subjects. Among these are benefits to concentration, listening skills, phonemic awareness, literacy, memory and academic achievement.

Music is a powerful tool to support many different curriculum subjects: from music which incorporates aspects of our history curriculum through to songs which help our children recall key scientific language. Singing in particular is a great way to develop our children's vocabulary so we are thoughtful about song choices which support us with learning. Often our music choices also incorporate elements of our PSHE and values work.

Additionally, our music appreciation work across the school year often sits at the heart of special days and events using music from different cultures and eras to support our children's knowledge and understanding across the breadth of our curriculum: from Black History Month to Diwali celebrations and Jubilee celebrations, we use music as a tool to support children's understanding of the world around them.