



Subject: Music Leader: Ella Harry

Quotes that guide us:

"Music is a universal language that embodies one of the highest forms of creativity."

"A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."

"Music is sounds in patterns and shapes".

Why it is important to teach Music:

Listening and producing music is something that brings people joy and that itself is important. We want to help children develop a lifelong love of music. Music also plays a huge role in brain development. Studies have shown that music activities, particularly in Early Years, facilitate many different aspects of development and learning, providing one of the most effective influences on young people's brain development at this key age.

Music is a multisensory experience and involves three ways of learning: visual, auditory and kinaesthetic. It has been shown to activate all three cortices (motor, visual and auditory) of children's brains. Anita Collins, a neuroscience and education researcher, has described the effect of it as "like fireworks going off in the brain ... Music is a whole brain workout." Music develops our brains and also facilitates other learning.

It helps develop creativity and can also support children with their mental health and well-being. Music is used in our school in a variety of ways, including a way to help everyone feel calm as well as inspire them. There is a lot of research which show the therapeutic benefits of music and can be a wonderful way to help children express their emotions.

At Portreath School, we strive to embed our three core values of being 'curious', 'creative', and 'courageous' within each lesson, therefore enriching our pupils' educational experience. We foster **curiosity** by encouraging students to explore a diverse range of musical genres, prompting them to ask questions about the historical and cultural contexts of the pieces they listen to. This inquisitive approach not only sparks their interest but also nurtures a lifelong love for music.

Creativity is at the heart of our music lessons, where pupils are enabled to compose and perform their own pieces, utilising a variety of instruments and digital tools. By providing opportunities for self-expression, we empower students to experiment and innovate without fear of making mistakes. Furthermore, we instil **courage** in our pupils by encouraging them to share their work with peers or families in both formal and informal settings. This practice cultivates resilience, as students learn to embrace feedback and recognise their growth as musicians.

Through these principles, our music programme not only enhances musical proficiency but also develops well-rounded individuals equipped to navigate the world around them.



We have identified seven golden threads that are the key concepts that weave throughout our music curriculum. They are - Self-expression and Emotions, Everyone A Musician, Significant Composers, Musical Elements, Time and Places, Community Connections and Opinions.

These threads start in the EYFS and link the learning in music together across the school. They help the children to make connections. By considering these threads when planning, the EYFS team start to 'plant the seed' of these concepts and prepare the children for their journey in KS1 and KS2. As the music lead, I have worked with the EYFS lead to identify key learning for EYFS to prepare them for the study of music. Music is used as a tool for learning in Reception. Song and rhythm are key to helping children remember information. The children can develop so many of the key skills needed at a very early age. For example, in EYFS, children listen and dance to music, sing and play a range of percussion instruments.

Key Concepts we want all children to understand:

- That there have been different styles of music and these have varied throughout history and vary throughout the world
- Music can affect what we think and feel and support our brain development
- We are all musicians and we can use our voices, instruments, technology to communicate and bring joy
- Pitch, duration, dynamics, tempo, timbre, texture, volume and structure are key components to consider when listening to and creating music
- Music notation is a form of communication and a way to capture music in a written form

What we do well as a school:

As well as discrete lessons, Music lends itself to being a cross curricular subject. We try to use music within other subjects, in every way. Music is often played in lessons to create atmosphere, to inspire and is also used within some mindfulness sessions.

As a school we have sometimes worked on whole school projects drawing on local music or music from around the world. For example, as a whole school we work in collaboration with the Hall for Cornwall to produce a whole school production. Previous themes have been 'Seven Continents', where children learnt two Sea shanties - 'Haul Away Joe' and 'Cornwall My Home' and 'Space', where the children learnt the song and Makaton for 'Spaceman' by Sam Ryder.

We have a school choir. The choir perform to the school and also to the wider community. We also take part in performances along with the other schools in the Crofty MAT, as well as other local schools at 'Songfest'. Music is used as a way to connect us all.

All the children get to perform as part of a Key Stage Show at least once a year. This involves learning and performing songs as well as the use of percussion. Children who learn an instrument get to perform to the rest of the school and parents. As part of this we often ask the music teachers to perform to give the children further opportunities to listen to high quality live performances.

We like to have live performances from theatre companies and these often involve live music (instrument and singing) for example Squashbox Theatre.

Every year group will have the opportunity to learn an instrument whilst being at Portreath Community Primary School. This has included brass instruments, ukuleles and African drums. This was supported and partly funded by the Cornwall Music Hub. We are now looking to build on this and have purchased a class set of ukuleles.



Children in Key Stage One and Two have the opportunity to learn either the keyboard, ukulele, clarinet, violin and have singing lessons. These are paid for by parents and any pupil premium children can receive these for a heavily discounted rate. These sessions are run by Cornwall Music Service.

As a TIS school, we see music therapy as a technique that uses music to encourage children who find it difficult to express themselves verbally to share their feelings. It's not about teaching children how to play musical instruments. Instead, it's about using musical elements to help young people to fulfil their potential.

Our PE teacher specialises in dance and uses music effectively in PE lessons. We also like to occasionally use music in the playground and in the hall at lunchtimes.

There is an annual talent contest, many children showcase their musical talents within this.

Curriculum Design

We currently use the Model Music Curriculum to guide us and the scheme of work 'Charanga'. Whenever possible and most appropriate, we link music to our topic work. Now we are more familiar and confident with using 'Charanga', we have started to develop our own personalised music planning, to link with our History, Geography and Science topics. We want lessons each year to build on what has come before so there is clear progression across the school.

The plan is for our curriculum to give the children an opportunity to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Implementation

The music curriculum will ensure that students sing, listen, play, perform and evaluate. This will be embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music will be taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. They will learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds will also be part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

In order to expose the children to a wide range of composers, each half term music by a particular composer is played at the start and end of assemblies. There is a music display board in the hall, linked to the featured composers. During lunchtime, music by our composers of that year are played whilst the children eat.

Resources

We have a good selection of instruments for the children to use. As well as a wide range of percussion instruments, we have some tuned instruments such as a class set of chime bars which are available to aid the



children in learning notes and to aid learning to read music. We also have two school keyboards and a piano. We have recently purchased a class set of ukeleles

When a whole class is learning an instrument we can hire class sets from Cornwall Music Hub who supply a class set to aid their learning.

Training

As part of the whole class sessions led by Cornwall Music Service specialists, school staff were part of these sessions to build their knowledge and confidence. As a result of a school audit linked to subject knowledge and confidence, music has been identified as a key area for training. Initially, this will be through staff meetings within school, and we will then look at how we can enhance this further with support from local secondary schools, as well as identifying relevant courses.

What does monitoring tell us?

We now want to target more of our monitoring to ensure there is specific discussion with children and amongst staff around music.

Next Steps

- Prepare planning for single year class structures from September 2026
- Develop staff's confidence and enjoyment with teaching music
- Monitor the full implementation of the new curriculum
- Schedule and make sure that First Access is happening through the ASONE platform
- Expose children to more live music