



groove'n'play

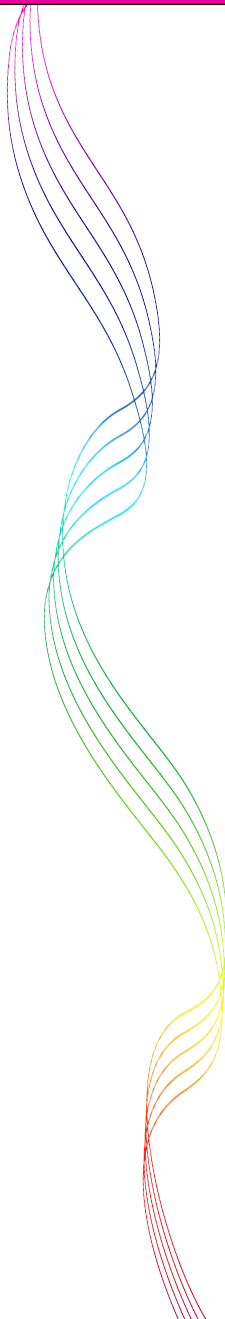
Whole-Class Instrumental and Vocal Programmes

in relation to

**The power of music to change lives:
A National Plan for Music Education**

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**The power of music to change lives
A National Plan for Music Education**

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Music in Primary Schools: Curriculum

Music is a statutory subject in the national curriculum for all children in primary school. Music should be embedded in every primary school and should be planned, sequenced and taught as robustly as any other foundation subject.

Key common features of excellent provision to include:

- Timetable curriculum music of at least one hour each week of the school year for key stages 1-3
- Access to lessons across a range of instruments, and voice
- A school choir or vocal ensemble
- A school ensemble/bank/group
- A termly school performance

A primary school's music curriculum should be developed and ideally delivered by a music specialist wherever possible, but where it isn't possible, by a designated music lead, supported with appropriate training and connected to support from their local Music Hub.

As the Model Music Curriculum states, children in primary school should receive a minimum of one hour of music teaching a week; this may take the form of short sessions spread across the week. This should, as a minimum, cover the subject content set out in the national curriculum programmes of study.

Every school should be able to articulate their plan for delivery high-quality music education and support pupils to progress. Throughout design and delivery of school music, teachers and leaders should also consider how their provision is inclusive and accessible to all pupils.

groove 'n' play supports schools, academies, trusts and hubs in their aim to embed and exceed the national curriculum enabling pupils to realise their full potential. GnP resources can be used by the school and hub workforce to deliver music learning experiences for every pupil.

The high-quality accessible vocal and instrumental, and instrumental whole-class programme resources are for a range of instruments and voice. The programmes have been written to be an enjoyable and practical hands-on experience, inclusive of all pupils, giving the opportunity for pupils to demonstrate their learning through performance.

GnP whole-class programmes provide teachers with the support materials to enable pupils to have a musical grounding which can be built upon, and using the acquired skills and knowledge, lead to other musical engagement such as: singing in choirs, playing in ensembles, and individual or group tuition.

The resources are multi-level in terms of content for the pupils but also in relation to the teaching and learning preferred methods of delivery. The programmes break down the learning into achievable musical steps leading towards a rewarding musical end goal. These steps are made as accessible as possible for both pupils and teachers.

GnP's subject content closely relates to the national curriculum programmes of study. The suggested session plans along with the planning and progression documents, provide guidance to teachers/tutors to support effective delivery.

Music in Primary Schools: Singing & Instrumental

Singing

Singing should be the golden thread through these years, with a clear commitment to quality teaching and opportunities for progression for all children from the start of their school education.

Singing is key to developing musicianship and will be a core part of the curriculum offer at primary. It is already a strength of many primary schools.

Instrumental Teaching

In addition to singing, ensuring every child has an opportunity to learn an instrument and to make progress with instruments is also essential.

To support children with learning an instrument, primary schools should offer group instrumental teaching programmes in class time – either WCET or large/small-group tuition.

Initially, pupils should experience the mechanics of how instruments create sound, exploring simple class instruments, such as simple hand or tuned percussion and recorders, in early years/key stage 1.

Schools or their trusts may have the capacity to deliver such programmes in house, but where they do not, Music Hubs will identify specialist teachers to do so, working closely with the school. When working with Hubs, schools and trusts should expect high-quality lessons from specialist tutors, and should challenge poor teaching practice in dialogue with providers and Hub lead organisations where necessary.

Those who wish to might then begin the process of mastering a chosen instrument (perhaps progressing to smaller group tuition).

groove 'n' play programmes provide the opportunity to sing, for all primary school pupils, using the following programmes: Rastamouse; (sticks and songs series) - ukuleles, sticks and songs; fiddle sticks and songs; recorder sticks and songs; (multi-instrumental series) - FIFTHS 1 and FIFTHS.

groove 'n' play aims to raise vocal and instrumental standards and develop appropriate techniques whilst exploring various music styles and genres. As part of the progressive programmes of learning, pupils are supported to develop an understanding of the initial building blocks to improvise and compose, within the contexts of specific interrelated music activities. Pupils are encouraged to use voice as well as tuned and untuned instruments to explore musical possibilities and to gain confidence.

Pupils are supported to understand how progress can be made and the necessary steps to improve the quality of music produced - striving for music excellence relative to skills and ability.

The whole-class programmes support pupils to develop their musicianship skills through singing and playing instruments. The premise of each of the programmes is that all children have an enjoyable experience learning to sing and play, as an individual and as part of an ensemble - from the creation of sound to basic playing techniques of each instrument.

Quality of experience for the pupils is paramount. In order to achieve this, GnP provides programmes that are underpinned by sound educational ethos and pedagogy.

GnP resources aim to develop the requisite skills for children should they have the opportunity to continue their singing and/or playing beyond the classroom including small group or individual tuition.

Outcomes & CPD

Outcomes

Understanding the impact of instrumental teaching programme for the whole class should be part of the ongoing assessment of musical progression through the individual pupil's time at school, by their teacher and in discussion with their specialist instrumental tutor, where relevant. Outcomes to look for could include:

- Children developing in confidence playing instrument(s), with the basic skills to produce an effective sound and the beginnings of a range that enable them to play a simple tune in an ensemble with others
- Children confident to engage in a performing opportunity by the end of the provision
- Children able to make effective use of their developing instrumental skills in the curriculum music lesson that follow the provision
- Children interested in music, with some inspired to pursue further instrumental learning beyond the classroom and to progress to smaller group and 1:1 tuition.

CPD

We encourage schools to take a broad view of continuing professional development. Primary classroom teachers, often not music specialists, may benefit from a different approach.

groove 'n' play programmes aim to support pupils' personal development and social skills with outcomes for pupils including:

- work as a constructive team member as part of a class ensemble
- model or demonstrate to peers and listen to peers
- lead activities and/or take instruction from other members of the class
- contribute to the evaluative process: listening, considering, suggesting, discussing - leading to implementation of ideas
- show mutual respect for other musicians in the class, listening attentively to musical contributions
- develop confidence as a member of a group and solo performer as well as confidence to contribute to the evaluation process

Pupils practically demonstrate their learning, by way of performances, throughout the programme. The skills, techniques and general musicianship acquired gives pupils the ability to transfer their musical knowledge, learning and understanding to pursue their interest to higher-level playing either on the instruments introduced as part of the programme or to other instruments. GnP's intention is that all pupils will gain confidence in their musical ability through an enjoyable experience that will enhance their wider interest in music both in school and beyond.

groove 'n' play provides initial and follow-up training to support all teachers/tutors with delivery of its programmes to enable the best musical outcomes for the pupils whilst increasing the teachers' confidence. GnP also works with and provides training for local music hub staff as required. The resources have been designed to be delivered by teachers/tutors with varying levels of expertise and musical experience. GnP provides the appropriate professional development training for all teachers to meet their specific needs.

Music Technology Composing/Creating & Listening

Music Technology

Music technology can play an important role in teaching developing musical concepts for primary school children.

Technology can be an exciting way to introduce children to more complex music concepts in a format they are increasingly familiar with from a young age.

Composing/Creating

Creating music is another core tenet of the national curriculum and should be explored from the start of a child's school music education.

Listening

Listening to music is fundamental to musical understanding, and so is at the heart of the music curriculum. By learning to listen critically, pupils not only expand their musical horizons but also gain a deeper understanding of the context of when a piece of music was written, how it is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity including composing and performing.

groove 'n' play classroom delivery programme groove@school is a technology-based interactive teaching resource to support teachers in delivering musical concepts in a fun and exciting way. The resources are designed to keep the pupils engaged in their music learning resulting in increased skills, knowledge and understanding which pupils are able to demonstrate through singing and playing with confidence and musical grounding.

At all stages in the groovenplay programmes, there is the opportunity for pupils to develop their creative skills. The GnP progression and planning documents clearly show how pupils can explore developmentally the elements of music within familiar structures as introduced through performance and listening experiences. GnP also encourages teachers to take advantage of any compositional opportunities which may be offered by additional providers such as local hubs or arts organisations.

Listening to music is integral to the groove'n'play programmes. An example being as part of the practical evaluation process, where pupils use a critical ear and discussion to improve the musical outcomes.

The GnP repertoire is written in such a way as to encourage pupils to explore music in its widest sense, as it encompasses a wide variety of instrumentation, musical styles and genres.

GnP encourage pupils to listen to a broad range of music to extend their musical horizons. Extension listening ideas can be found in the planning and progression documents as well as in the session plans.

The background features a white central area with a pink header and footer. It is decorated with faint, light grey musical notes and treble clefs. On the right side, there are colorful, flowing lines in shades of blue, green, and yellow, resembling musical notes or sound waves.

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