 EMA subject review – Music at KS1 & KS2

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| Key stage 1 Aims | Implications for BAME and EAL learners |
| Key stage 1 Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | * The aims of the Music POS present significant language expectations for KS1 learners for whom English is not their first language: “*Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time”*, but provides for the contextualised application of tenses and time phrases. * Is the learning accessible and engaging for all learners? * Is first language learning and consolidation encouraged? * Diversity is reflected in the teaching of Music and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * Diversity is reflected in the teaching and resourcing of Music and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning. * What evidence exists of the curriculum reflecting the diversity and language needs of BAME learners? |
| Key stage 2 Aims | Implications for BAME and EAL learners |
| Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the Music of music. | How is the perception of identity addressed through the curriculum, particularly relating to the notion of “*British*”?   * Pupils learn a great deal of new vocabulary in KS2 Music.   How is important vocabulary identified and consolidated?  How is questioning and hypothesizing language developed and consolidate   * How is diversity reflected in the selection of topics, teaching, resourcing and the exemplification of ideas and events? * How are pupils from culturally diverse backgrounds feel included throughout the learning? |

Questions to support self-evaluation of inclusion in the Music curriculum

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| **How diverse is the Music curriculum?** |
| Is the curriculum giving pupils the essential knowledge and skills they need?  (next stage/destinations)   * Do EAL learners have the language tools and vocabulary to access the curriculum? * Do BAME pupils understand that there are no limits to their aspirations? |
| Do pupils know and remember more?   * How does knowledge and recollection compare to non-EAL peers? * Does the knowledge demonstrated by pupils indicate a view that embraces diversity? |
| Is the curriculum cumulative?  (step by step in learning more knowledge)   * Are there any gaps in learning for EAL/BAME pupils? * Do pupils see themselves represented in artists and designers studied, and contexts explored? |
| How well does the subject curriculum fit in with other subjects?   * Are links made to other subjects? * Are links made to BAME mathematicians, scientists, sportsman, artists and musicians? * Are there opportunities for pupils to study in their first/other language? |

Examples of resources that reflect the diversity of the local community and figures in music:

* MK African Diaspora Foundation: <http://www.africandiasporafoundation.org.uk/african-diaspora-festival/>
* MK Music Hub includes a diverse range of partners:  <https://miltonkeynesmusichub.co.uk/partners/>

**Local resources**

* MK Creative and Cultural Strategy 2018 -2027 – List of events and organisations listed in the report: <https://www.milton-keynes.gov.uk/leisure-tourism-and-culture/leisure-and-community-activity-hub/culture/arts-organisations>
* MK Arts and Heritage Alliance – AHA-MK (MK Cultural Education Partnership): <http://aha-mk.org/>

**Websites**

* Access and engagement in music. Teaching pupils for whom English is an additional language: <https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/sec_mus_eal_access_engag.pdf>
* National association for music education: <https://nafme.org/>
* Biography.com: <https://www.biography.com/news/history-and-culture>

**General Resources:**

BAME education <https://libguides.ioe.ac.uk/BAMEresources>

National Archive – BAME histories <https://www.nationalarchives.gov.uk/education/resources/black-asian-and-minority-ethnic-histories/>

Diversity texts: <https://www.letterboxlibrary.com/> - diversity texts with clpe <https://clpe.org.uk/> CLPE reflecting realities research: <https://clpe.org.uk/RR>

<https://www.theguardian.com/childrens-books-site/2014/oct/13/50-best-culturally-diverse-childrens-books>

Links to EMA Network Diversity and Inclusion seminar – July 2021:

\* Hannah Wilson – [Vision and values: embedding diversity, equity and inclusion in your school](https://www.youtube.com/watch?v=6iMXQ_zVSTI)

\* Bennie Kara –[Diversifying your curriculum](https://www.youtube.com/watch?v=mg5MquP6-PA)

\* Pauline Lyseight-jones and Liz Agbettoh - [Honest conversations on race and the importance of language](https://www.youtube.com/watch?v=vWv3xwpB-MU)

\* Shammi Rahman - [Addressing difficult conversations](https://www.youtube.com/watch?v=J5OZRgN8SQk)

\* Serdar Ferit – [Lyfta and immersive human stories](https://www.youtube.com/watch?v=J5OZRgN8SQk) (Need to scroll through to reach Lyfta presentation)

Above with Urls:

Hannah Wilson <https://www.youtube.com/watch?v=6iMXQ_zVSTI>

Bennie Kara <https://www.youtube.com/watch?v=mg5MquP6-PA>

Pauline Lyseight-jones <https://www.youtube.com/watch?v=vWv3xwpB-MU>

Shammi Rahman – Difficult converations – first part, Lyfta – Moving Stories – second part: <https://www.youtube.com/watch?v=vWv3xwpB-MU> (Also includes EMA Network resources and MAKE presentation)