

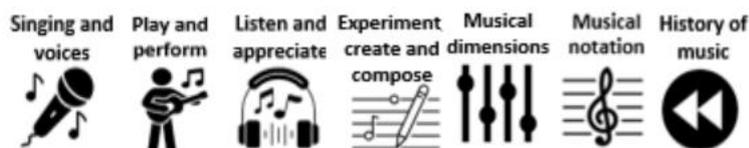
Music and EAL at Britannia Primary School

At Britannia Primary School we are proud of the diversity and languages of our school community. It is important for us to cherish and celebrate each individual language and what we can learn from it. We are lucky to have links to 20 different countries and 25 different languages through our children. We want our EAL pupils to feel welcomed from the moment they arrive. This is created by the warmth of our languages display in the entrance of our school.

EAL Strategy for Teaching Music at Britannia Primary School

Music lessons provide ideal opportunities for pupils to develop their use of English through using their voices, listening, performing, and composing. There are many situations in music lessons where pupils are expected to read and write texts. The process of composition involves reflection and justification.

Developing language through the 7 Musical Concepts



Singing and Voices

There is a focus on exploring different voices in the infant curriculum and the children learn simple chants by rote. They learn to perform them with expression. Singing games are performed at the beginning of lessons across the school. The children enjoy these games; they develop confidence, establish focus and good social skills from the beginning. The repetitive nature of these games is ideal for EAL students to engage. Lyric learning can be broken down into call and response phrases with actions and musical emphasis on pitches or words and/or taught from the screen with images to support understanding as appropriate.

Musical Dimensions

Key musical vocabulary is displayed on the board at the beginning of each lesson. It is introduced initially as part of a simple oral rehearsal involving 'My turn' and 'Your turn' response which then progresses into a full sentence call and response, often with actions to encourage active participation.

Listening

Listening and appraising tasks may range from responding with a drawing or single words to full sentences drawing on a personal or emotional response to music. Questioning the children about what they might expect to hear in a particular piece of music prior to hearing it is useful for engaging EAL students. EAL students benefit from the 'all involved' oracy technique where children are grouped with a leader and a tick list to ensure that every child in the group has been involved by being spoken to and heard. Single word answers or even a simple 'yes' or 'no' are a starting point for EAL beginners.

Performing

Performing skills are developed through focused engagement of the senses. This concept does not need to rely on an understanding of language and students frequently follow musical cues and instructions alongside verbal ones. EAL students are well placed to develop their performing skills quickly and develop their language skills through the integrated nature of the musical concepts every lesson.

Notation

The children learn notation through 'sound before symbol'. From infant music lessons the children use their looking and listening senses to engage with the five finger hand staff. Rhythmic notation is introduced through Kodaly flashcards and simple matching activities with pictures, and words with is very accessible for students with EAL.

History of Music

The history of music concept is delivered through knowledge organisers and presentations. Knowledge organisers use widgets and engaging images for visual aids. Key concepts and vocabulary are highlighted, and a visual history timeline is displayed to put musical learning into a historical context.

Composing

The composing concept is built upon an understanding of musical dimensions and inspired by topic work and musical masterpieces by the great composers. Younger children work as part of a whole class to create music and engage in dialogue during this process whilst older children may work in small groups using their language skills to explore, select, justify, and evaluate their ideas. The 'all involved' oracy technique encourages EAL students to contribute as part of this learning process.

Strategies routinely used in music lessons at Britannia for supporting EAL students.

- Language structures are explicit in lesson objectives and planning through modelling and explaining the purpose and form of language structures involved in talk activities
- The correct use of instruments and equipment is taught through modelling, explaining clearly how the instruments or equipment should be used, paying particular attention to specialist vocabulary
- Expectations are set for using formal language in presentations and evaluations which are modelled first
- Key vocabulary is displayed and taught 'call and response' style at the start of the lesson and referred to during the lesson
- DART activities (directed activities related to text) include matching words to pictures, matching words to phrases and filling in gaps
- Shared writing: pupils are included in a shared writing activity to which they contribute
- Opportunities are provided for group evaluations of pieces of music composed by pupils