

# Music at Church Eaton



## Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The Music scheme of work supports these guiding principles by helping children to see themselves as musical and to develop a lifelong love of music. We focus on developing the knowledge, skills and understanding that pupils need to become confident performers, composers and listeners. Our curriculum introduces children to music from a wide range of traditions, genres and historical periods, teaching them to respect and appreciate music from different communities and cultures.

Children develop the musical skills of singing, playing tuned and untuned instruments, improvising, composing, listening and responding to music. They also develop an understanding of musical notation, the history and cultural context of the music they hear, and the way music can express ideas, feelings and identity.

Through Music, pupils also develop transferable skills such as teamwork, leadership, creative thinking, problem-solving, decision-making, presentation and performance. These skills are important to their wider development as learners and have relevance beyond school.

Our Music curriculum is ambitious, broad and balanced for all pupils. It is designed and sequenced so that pupils build musical knowledge and skills cumulatively over time and apply them confidently in a range of contexts. The curriculum is adapted, where appropriate, so that disadvantaged pupils, pupils with SEND, pupils known to social care and those facing other barriers to learning can access the same ambitious curriculum and thrive. Our Music scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum, and EYFS units provide opportunities for pupils to work towards the Development Matters statements and the Early Learning Goals.

## **Implementation: What do we teach?**

Our Music scheme takes a holistic approach in which the strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a carefully sequenced topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over time, pupils revisit and build on prior learning so that knowledge of notation, musical vocabulary, the inter-related dimensions of music and the history of music become increasingly secure.

Across the scheme, children are taught to sing fluently and expressively, play tuned and untuned instruments accurately and with control, listen attentively and respond thoughtfully, and use improvisation and composition to develop their own musical ideas.

They learn to recognise and name the inter-related dimensions of music, including pitch, duration, tempo, timbre, structure, texture and dynamics, and to use these purposefully in performance, improvisation and composition.

Our National Curriculum mapping document shows which of our units cover each of the national curriculum attainment targets as well as each of these strands within it. (See Website)

Our Progression of skills and knowledge shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

We follow a spiral curriculum model in which previous skills and knowledge are revisited and built upon. Learning is sequenced carefully so that pupils tackle increasingly complex tasks, deepen their understanding over time and become more fluent in musical performance, listening, notation and composition.

## **Implementation: How do we ensure that knowledge and skills are progressive?**

Nursery: Children will be taught how to

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| <b>Expressive Art and Design</b> | <ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</li></ul> |
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| Years 3/4 Cycle B | Year 3: Creating a composition in response to an animation (Theme Mountains) | Year 4: Rock and Roll | Year 3: Ballads   | Year 4: Haiku, music, and performance (Theme: Hanami festival)         | Year 4: Changes in pitch, tempo, and dynamics (Theme: Rivers) | Year 4: Samba and carnival sounds and instruments (Theme: South America) |
|                   | C D M  | C D M                 | C D M   | C D M  | C D M   | C D M  |
| Years 5/6 Cycle A | Film music   | Composition notation  | Musical theatre   | Theme and variations (Theme: Pop Art)                                  | Songs of World War 2  | Composing and performing a Leavers' song                                 |
|                   | C D M  | C D M                 | C D M   | C D M  | C D M   | C D M  |
| Years 5/6 Cycle B | Looping and remixing   | Blues                 | Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) | Composition to represent the festival of Colour (Theme: Holi festival) | South and West Africa   | Composing and performing a Leavers' song                                 |
|                   | C D M  | C D M                 | C D M   | C D M  | C D M   | C D M  |

### Implementation: What do Music lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton. Teaching is informed by evidence about how pupils learn so that lessons focus on the most important knowledge, vocabulary and concepts, present new learning clearly, revisit prior content, check understanding systematically and adapt teaching in response to misconceptions and gaps.

| Pillar                        |   |
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| <b>Focused Planning</b>       | Curriculum programmes of study are developed into medium-term plans which highlight learning objectives, assessment opportunities and sticky knowledge designed to help pupils remember content in the long term. A subject specialist for Music then plans and adapts units of work around big questions that need answering. These units integrate discussion, performance, listening and creativity while addressing the needs of pupils so that all can reach their full potential regardless of starting point. Knowledge organisers for each unit provide a highly visual record of key knowledge, musical vocabulary and concepts. Planning is sequenced carefully so that pupils revisit and build on prior learning. |
| <b>Quality First Teaching</b> | In each lesson, pupils actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and understanding of how music works. Lessons incorporate a range of teaching strategies including independent tasks, paired and group work, improvisation, rehearsal and performance. They are practical, inclusive and knowledge-rich, and are delivered by a member of staff who specialises in Music. Quality first teaching in Music is secured through high expectations for all pupils, well-structured lessons with clear objectives, adaptive teaching, the use of formative assessment to inform teaching, and a focus on engagement, challenge and progress.        |

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| <b>Effective Target Setting through Meaningful Assessment</b> | Assessment is an integral part of teaching and learning in Music. Teachers use ongoing assessment within lessons to check pupils' understanding of the intended knowledge, skills and vocabulary. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. Information from assessment supports future planning, adaptation and intervention, ensuring that all pupils are appropriately supported and challenged. Summative records are then used by teachers and subject leaders to monitor patterns in attainment and progression over time. |
| <b>Targeted Support</b>                                       | Staff Solution Circles are used to support data analysis and identify what support pupils will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held regularly. Adaptive teaching, appropriate scaffolds and reasonable adjustments are used in every lesson so that all pupils, including disadvantaged pupils and pupils with SEND, can access the same ambitious curriculum. Opportunities to extend and deepen learning are also provided where appropriate.   |
| <b>Purposeful Learning Environment</b>                        | Music is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible so that children can work independently, and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces, for example the library, hall and outdoor spaces, is also explored to enhance the learning experience.  |
| <b>Extended Curriculum</b>                                    | Children are given the opportunity to attend a range of Music clubs throughout the year, for example singing, performance and instrumental opportunities, and to take part in assemblies and other performances.   |
| <b>Reading at the core</b>                                    | Children are provided with reading resources at an appropriate level to support their learning. They also have opportunities to borrow books on Music from the school library and library bus to supplement their knowledge and interest. Technical vocabulary, speaking and listening, reading and precise musical explanation are developed within Music so that pupils can articulate their understanding clearly.  |

### **Impact: What will our children have learnt from our Music Curriculum?**

Through our carefully planned and sequenced curriculum, we work to develop learners from their individual starting points who are:

Community Builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good.

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills.

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

The expected impact of following our Music scheme of work is that children will:

- Be confident performers, composers and listeners who can express themselves musically in school and beyond.

- Show appreciation and respect for a wide range of musical styles from around the world and understand how music is shaped by cultural, social and historical contexts.
- Understand how music can be written down and use musical notation appropriately to support performing and composing.
- Use and understand subject-specific vocabulary, listen carefully, talk about music with increasing confidence and articulate their own musical preferences and responses.
- Meet the end of key stage expectations outlined in the National Curriculum for Music.

### **Impact: How do we track progress?**

EYFS: Assessment in the EYFS takes the form of observation by the teacher and other adults, where appropriate. These observations are recorded in a variety of ways, including children's Cornerstones accounts, floor books and exercise books. Each child's progress is assessed in relation to age-related expectations. At the end of Reception, children are assessed against the Early Learning Goals and are judged as either emerging or expected.

Years 1-6: The impact of our scheme is monitored through both formative and summative assessment. At the start of each unit, pupils complete a knowledge catcher to help teachers identify prior knowledge and establish a baseline for learning. In each lesson, teachers use assessment guidance to check pupils' understanding against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. At the end of each unit, pupils complete a unit quiz to assess what they know and remember from the learning journey. As part of our Kapow scheme, pupils also complete endpoint assessments through Time to Shine activities. These provide opportunities for children to apply and showcase the full range of knowledge and skills from across the unit, while helping teachers assess how securely pupils have completed and understood the tasks within the learning journey. To support this further, we also carry out book looks, pupil interviews and regular moderation exercises to check the progress made and identify how best to support pupils moving forward.