

# 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 aiming to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Our Music scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) 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 to music, in which the individual 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 cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

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 the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

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

Nursery: Children will be taught how to

<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> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
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Reception to Year 6

- 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)

**Implementation: What units do we cover and when do we cover them?**

Because we have mixed aged classes, we operate a two-year cycle for Music. Units are mapped out with the links to our Curriculum drivers of Community, Diversity (D) and Social Mobility (M) as indicated below. The precise knowledge and skills that are taught in each unit are indicated in our Progressive Knowledge and Skills Documents and the national Curriculum mapping document that is on the Curriculum section of our website. Please note: The order in which the units are completed may be altered if necessary.

	Block 1			Block 2			Block 3			Block 4			Block 5			Block 6		
EYFS	Exploring sound			Celebration music			Music and movement			Transport			Musical stories			Big band		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle A	Pulse and rhythm (Theme: All about me)			Tempo (Theme: Snail and mouse)			On this island: British songs and Sounds			Musical me			Pitch and tempo (Theme: Superheroes)			Orchestral instruments (Theme: Traditional western stories)		

	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle B	Musical vocabulary (Theme: Under the sea)			Timbre and rhythmic patterns (Theme: Fairytales)			African call and response song (Theme: Animals)			Vocal and body sounds (Theme: By the sea)			Dynamics, timbre, tempo and motifs (Theme: Space)			Myths and legends		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle A	Instrumental lessons unit: South Africa*			Developing singing technique (Theme: Vikings)			Instrumental lessons unit: Caribbean*			Jazz			Body and turned percussion (Theme: Rainforests)			Year 4: Adapting and transposing motifs (Theme: Romans)		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
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.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content. A Subject Specialist for music then plans and tailors units of work based around big questions that need answering. These units of work integrate technology, opportunities for discussion and creativity to address the specific individual needs of pupils so that all pupils can reach their full potential regardless of their starting point. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary.

Quality First Teaching	In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Lessons are delivered by a member of staff who specialises in Music
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Cornerstones is used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards.
Targeted Interventions	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held once every twelve weeks. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.
Purposeful Learning Environment	Music is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend numerous Music clubs throughout the year e.g., singing and by joining in with performing in assemblies and at playtimes.
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are provided with opportunities to borrow books on Music from the school library and library bus to supplement their knowledge and interest.

### 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 very 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 and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations for Music

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

EYFS: Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations. At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Years 1- 6: The impact of our scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child. Children complete endpoint assessments which we call Products., We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future