

## Subject: Music



**Subject Lead:** Sue Christophers

### Subject Intent:

- To develop the exposure and awareness of music, and an understanding of difference genres.
- To develop and exciting musical culture within school.
- Through progressive and effective planning, children to start using informal and formal recording / notation.

We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Music Progression Documents in place</li> <li>• Teachers opt to use Charanga units or link their music to topics (providing progression document is covered)</li> <li>• If using Charanga unit – Knowledge Organiser blended from scheme into school KO.</li> <li>• If teaching music as part of topic - Knowledge organisers created by teachers</li> <li>• Classroom music taught as part of a wider curriculum, therefore time allocated accordingly.</li> <li>• External music providers in school include Cornwall Music Service Trust (drumming / guitar / violin / keyboard), Rocksteady and for Y3 First Access Brass in Summer term.</li> <li>• Choir KS1 &amp; KS2– weekly</li> <li>• Weekly music / singing assembly – singing and listening.</li> </ul>	<p><b>Personalised Learning</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Opportunities created for all to participate in music</li> <li>• Variety of recording outcomes</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Charanga – unit plans</li> <li>• Charanga – listening centre</li> <li>• BBC Ten Pieces</li> <li>• BBC school radio programs</li> <li>• Music assembly organised and facilitated</li> <li>• Music display resources created for each class</li> <li>• Glossary of musical terms given to all teachers</li> <li>• Listening support / ideas given to staff</li> </ul>	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Programme of music listening broad and balanced, including all eras of music and styles</li> <li>• Music in the community – Harvest Festival, Christmas performances, celebrate local and national events including St Piran’s Day, Olympics</li> <li>• Choirfest / Songfest – launch involves whole school in addition to performing</li> <li>• Opportunities for children to perform and share, purpose for their music as part of the culture in the school.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Objectives tracking sheet</li> <li>• Teacher tracking grids</li> </ul>
<p><b>Inclusion - SEND</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Planned additional support from adults (as and when required both in the class but also for choir where appropriate)</li> <li>• Scaffolded learning (as appropriate)</li> <li>• SEND document – support pupils to access music</li> </ul>	<p><b>Curriculum Scope and Progression</b></p> <ul style="list-style-type: none"> <li>• Progression grids used to ensure progression and direction.</li> <li>• Listening from Charanga Listening Centre ensures breadth of experience</li> <li>• Opportunities to extend (children encouraged to bring in instruments)</li> <li>• Opportunities to support / scaffold with planned additional support</li> </ul>	<p><b>Working as a musician</b></p> <ul style="list-style-type: none"> <li>• Planned opportunities for cross-curricular links as appropriate</li> <li>• Planned opportunities for music in the community</li> <li>• Purpose for performing eg. Y2 singing Trelawny and Y1 singing the academy song for future singing for the whole school to sing along with. In addition to whole KS and school opportunities.</li> <li>• Singing for pleasure</li> <li>• Awareness of listening to music and how it impacts feelings</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>• Book Looks including floor books</li> <li>• Pupil conferencing</li> <li>• Planning / KO</li> <li>• Music objectives grid</li> <li>• Evidence on one drive</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• All children are accessing music</li> <li>• Music is a subject which brings smiles to children’s faces</li> <li>• Music is inclusive throughout</li> <li>• Through singing assemblies, choir numbers are growing with several boys caught by the tracks sung.</li> <li>• Progressive musical language used throughout the school</li> </ul>
<p><b>Disadvantaged Pupils</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Planned additional support from adults (and as required)</li> <li>• Standards, interventions, and opportunities tracked termly by SLT and PP Lead</li> </ul>	<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• Subject tracking sheets</li> <li>• Verbal communications</li> <li>• Sharing with performances with next class teachers.</li> </ul>	<p><b>CPD</b></p> <ul style="list-style-type: none"> <li>• Music Leaders CPD</li> <li>• Annual music conference</li> <li>• Involvement with ASONE Cornwall, including Songfest, Choirfest/</li> <li>• Whole Staff music CPD</li> <li>• Feedback on monitoring and next steps during staff meeting</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• All children have opportunity for listening (weekly assemblies)</li> <li>• All children have opportunity for singing (weekly assemblies and in music lessons)</li> <li>• Children enjoy opportunities for music, very animated during pupil conferencing.</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Develop musical language used</li> <li>• Evidence collection – all to be in central place on one drive)</li> <li>• create more opportunities for children to sing, create and perform music and invite visitors into school.</li> </ul>