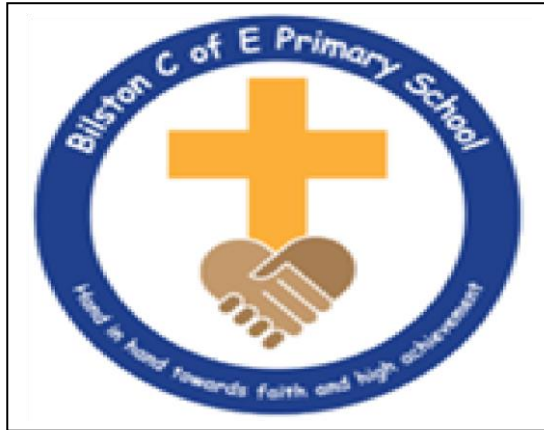


Bilston Church of England Primary School



MUSIC STATEMENT

Intent, Implementation and Impact

Abstract

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum requirements, supported by clear skills and knowledge progression for each year group and key stage. This ensures that skills and knowledge are built upon year after year and sequenced appropriately to maximize learning for all children.

Mrs A Banyard

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Intent

Through the teaching of Music, the children are equipped with all the necessary skills that will enable them to become independent learners whilst maximising their creativity. Through our school music curriculum the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.' In line with the new curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Lessons are divided into 4 areas:

- 1. Listening and Appraising**
- 2. Musical Activities:** pulse, rhythm, pitch etc.
- 3. Creating and exploring**
- 4. Performing**

Key Stage 1 National Curriculum POS 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.

Key Stage 2 National Curriculum POS

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 history of music.

Ambition

To ensure school meets the requirements of the National Curriculum and to enable all children to succeed in music right from Foundation Stage, children are have weekly music lessons with a music specialist teacher. In EYFS children are assessed as part of the Early years outcomes (Ages and stages) – Expressive Arts and Design. However, formal assessment and the teaching of Key Skills begins in Year 1 through to Year 6. Children are assessed against four Key areas and a judgement is made at the end of each term in our Stat Sheffield assessment system.

- To perform
- To compose
- To transcribe
- To describe music

These 4 strands permeate through the whole music curriculum and whilst not every strand is taught in each lesson, across a half termly unit there will be a good balance of teaching within these areas.

The **Long term plan** has links to cross curricular topics but also develops key musical skills within this and uses the Charanga scheme of work to manage a progression:

In **EYFS** children are introduced to the concepts of pulse and rhythm; explore fast and slow; loud and quiet. Also they explore the sounds that different instruments make.

In **Year 1** pulse is explored further and children begin to read simple rhythms. They explore high/ low sounds; long/short and begin to improvise their own patterns.

In **Year 2** children develop more confidence in playing rhythms and writing their own. They begin to identify changes in tempo, dynamics and pitch in music. They are introduced to Garage Band to compose digital sounds. Year 2 children spend half of the year learning to play the P-Buzz as a 45 minute whole class lesson in addition to their music lesson.

In **Year 3** children learn to recognise simple rhythmic notation and develop a greater understanding of pulse. They become more independent at composing their own ideas with class instruments and Garage band. They learn to play the recorder and begin ukulele.

In **Year 4** children begin to learn to read and play simple notation. They become more creative in composing their own music and writing their own rhythms patterns and ideas. They continue to play recorder, ukulele and glockenspiel

In **Year 5** children begin to write some simple notation and learn about the pentatonic scale. They develop their confidence in performing on different instruments such as glockenspiel, recorder and ukulele.

In **Year 6** children explore off beat rhythm patterns and develop deeper listening and appraising skills. They learn to write more complex rhythm patterns and simple melodies using the notation they have learnt. They learn about internalisation and ostinato patterns. They explore the use of flats and sharps and their effect upon a note.

Implementation:

Key Skills:

To ensure Key Skills are delivered and the progression is evident and appropriate to each year group and key stage, music is predominantly taught by a music specialist.

Effective Subject Leadership:

The Music lead Mrs A Banyard has a Music degree and a passion for, sharing music with children throughout the school so that they too can enjoy it. Through regular reading, research and attendance of CPD meetings provided by the Wolverhampton Music Service music teaching is continually being updated and resourced to create a fun and engaging curriculum.

Instrumental teaching provided by peripatetic teachers is closely monitored to ensure children are motivated and engaged in lessons. Skills learnt in instrumental lessons are then incorporated into a year 5 and 6 orchestra.

The Music coordinator also reports to Governors regularly to discuss data and progress and to ensure school are meeting the needs of our local community.

Extra – Curricular Music activities

There are a number of Music related extra-curricular clubs available to children throughout the school. These include:

- Choir (KS2)
- Orchestra (KS2)
- Recorders (KS2)
- Dance (KS1 and KS2)
- Keyboards (KS2)
- Violins (KS2)
- Drum – kit and percussion lessons (some from a peripatetic teacher from the music school)
- Brass lessons (Peripatetic teacher from the music school)
- Woodwind lessons (peripatetic teacher from the music school)
- Guitar lessons (peripatetic teacher from the music school)
- Ukelele (KS2)
- Handbells (KS2)

Creativity and Cross Curricular links

At Bilston Cof E Primary School, we want to give every child the chance to be creative and have fun with music. We use music to reinforce skills across the curriculum. Music experiences do not only take place in Music lessons, but teachers are encouraged to use cross-curriculum links to reinforce musical skills. Some examples are as follows:

- Number rhymes and songs in maths.
- Exploring sounds in science
- Phonics rhymes in literacy
- Songs about the past and our environment in history and geography work
- Garage band to compose music and other IT software.

Parts of music lessons, particularly the singing element, are sometimes to topic units, and are used to expand the children’s knowledge of music within a set context as well as separately. Many of the Creative curriculum topics also allow children to experience music from around the world.

Music lessons are planned to take into consideration the different types of learners in the classroom: - kinaesthetic, auditory and visual learners. Music is taught in whole class situations, or smaller groups, and can either be teacher led, group work, partner work or independent work.

Planning and Implementation

A curriculum overview of each Key stage, as seen above, is available in the Music Subject leader file (on the school platform) which outlines the music topics carried out by each class in the school. Medium and short term plans are available in the planning folder on the school learning platform. Incorporated into the curriculum is the scheme recommended by the Wolverhampton music hub called ‘*Charanga music school*’ which is used to ensure the depth

of learning and progression of skills required. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills. Performing vocally and with instruments is central to Charanga. The Units of Work are based around a central song with instrumental parts. The 'quality' of the playing and singing; the accuracy, fluency, control and expression is an important focus.

Assessment

Formal assessment and the teaching of Key Skills begins in Year 1 through to Year 6. Foundation Stage are not formally assessed as they are exploratory learners at this stage. We are just beginning to use Insight to assess the children to ensure a uniformed approach with other subjects. It is based on how many children are:

- **Below**
- **Working Towards**
- **On Track**
- **Exceeding**

A child is judged as exceeding if they display a good all round knowledge of the fundamental music skills ie they can independently read and play from written musical notation; have good listening and appraising skills and show confidence in performing.

Impact

The implementation of this curriculum gives our children a wide range of musical experiences.

They will have developed skills to express themselves and be creative.

Monitoring and Evaluation

Each curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders upon request to enable them to successfully carry out their roles and responsibilities, without adding to workload, especially at key times like Christmas. Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work (photo and video) scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders and the coordinator assess the impact of the curriculum.

Outcomes for Pupils

Our curriculum consistently leads to good outcomes and results for the pupils at Bilston Church of England Primary School. Since implementing the use of our STAT assessment system (2019) It has been easier to monitor progression in each year group and any gaps in learning. Year 6 has experienced a slowing down of progression due to SATS preparation and music lessons only taking place for half of the academic year.

However, pupils with additional learning needs also made good progress in the subject in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps.

2019 Autumn Data

Year Group	Below	Working Towards	On Track	Exceeding
Year 1	18%	43%	33%	5%
Year 2	7%	38%	52%	3%
Year 3	2%	5%	93%	0%
Year 4	3%	52%	42%	3%
Year 5	5%	46%	44%	5%
Year 6	3%	34%	61%	2%

2020 Spring Data – Coronavirus Outbreak

Year Group	Below	Working Towards	On Track	Exceeding
Year 1	17%	40%	37%	7%
Year 2	3%	27%	67%	3%
Year 3	2%	5%	93%	0%
Year 4	2%	31%	60%	8%
Year 5	5%	30%	58%	8%

Year 6	5%	22%	70%	3%
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NO NEW DATA ADDED DUE TO PANDEMIC

How we are Improving Music in 2021-2022

- STAT Sheffield tracking system will be used more rigorously from the start of the year to ensure assessments are more accurate.
- Evidence is now collected regularly (photos and videos) and will be uploaded onto the Charanga website. A folder of written work / evidence is kept for KS2 children.
- The Music specialist now has a new teaching post and will be able to focus more time upon the teaching of music in school.
- Embracing many new initiatives organised by the Wolverhampton Music service.

To Be Updated July 2023