



Crowmarsh Gifford C of E Primary School & Pre School

Crowmarsh Gifford Approach to Music

This guidance outlines the teaching, organisation and management of the music curriculum taught and learnt at Crowmarsh. The implementation of these guidelines is the responsibility of all teaching staff.

SCHOOL VISION

A community supporting children to care, grow, persevere & shine.



INTRODUCTION

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which theirs is a central role. We teach them how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating. They begin by learning how to be effective learners and as they progress through year groups this becomes a strong work ethic that has far-reaching impact on secondary school life and beyond.

INTENT

Also see: SCHOOL VISION, CGPS Teaching, Learning & Assessment Policy

Subject Intent Statement

The intention of our music curriculum is to help children develop a love of music and enable them to **think and speak like musicians**. Introducing them to music from all around the world and across generations, we teach our children to respect and appreciate the music of all traditions and communities. We focus on developing the skills, knowledge and understanding that they need in order to become confident performers, composers and listeners.

Children at Crowmarsh 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 the music curriculum, our children also develop transferable skills including teamwork, leadership, creative thinking, problem-solving, decision-making, as well as presentation and performance skills - all of which have a wider application in general life outside and beyond school.

Subject Aims

Our **music curriculum** aims to ensure that all pupils:

- have opportunities to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others



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- have the opportunity to learn a musical instrument
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

IMPLEMENTATION

Also see: Appendix 1 Music Essentials, CGPS Teaching, Learning & Assessment Policy

Subject Planning & Teaching

At Crowmarsh, we follow the Kapow Music Scheme of Work. This is a holistic approach to music in which the following 5 key strands 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 the key strands with a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Within the units of work, children are taught how to sing fluently and expressively, and play tuned and untuned instruments with control and accuracy. They are taught 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.

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

In each lesson, pupils 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 including independent tasks, paired and group work, 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.

In Year 3, all children have the opportunity to develop their expertise in playing a tuned instrument (violin or cello). Through these sessions, they develop their knowledge, skills and understanding relating to the 5 key strands mentioned above. In this year group, music lessons take place weekly throughout the year. In all other year groups, four music units of 5 lessons each are taught over the course of the year.

Our 'Progression of Skills and Knowledge' document shows the skills that are taught in each year group and how these develop year on year to ensure that attainment targets are securely met but the end of each key stage.

The Crowmarsh music curriculum is accessible to all. Lessons include adaptations or scaffolding for those who require it, as well as opportunities to stretch pupils' learning. Knowledge organisers are available for each unit and support pupils to build knowledge, recall key facts and vocabulary.

Further opportunities for developing musical knowledge and skills include:

- Singing in collective worship/church services/school events/seasonal performances
- Playing instruments in collective worship/church services/school events/seasonal performances
- Peripatetic music lessons (woodwind, brass, strings, piano) and Rock Steady sessions
- Trips to hear live music (e.g. at Sheldonian in Oxford)



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- Participation in local or national events such as Big Sing or Young Voices

As strong subject knowledge is vital in order to deliver a robust music curriculum, staff are able to access a range of teacher videos as part of the Kapow scheme, in order to develop their subject knowledge and aid their acquisition of musical skills and knowledge.

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

In relation to music (Expressive Arts and Design), the framework states:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality of what children see, hear and participate in is crucial for developing their understanding of self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Resources/Schemes

- Kapow Music Scheme

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

IMPACT

Assessment:

The impact of our music curriculum can be constantly monitored through formative and summative assessment. Each lesson includes opportunities for teachers to assess pupils against the learning objective (for example, using teacher observations, discussion with pupils, self-assessment and peer assessment) and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Teachers complete a written summative assessment at the end of each unit, showing which children have met the expected standard, those who are above or those who are still working towards. There is also an opportunity for them to record any strengths, difficulties or trends noticed within each unit, which is then shared with the subject leader.

The expected impact of the music curriculum 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 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
- Meet the end of key stage expectation outlined in the National Curriculum for Music.



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Standards of Pupil Work:

The subject leader will monitor teaching and learning in music, and the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. The leader will produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the Music Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the Music Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for music within the Crowmarsh curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of music.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



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Appendix 1 Music Essentials

Music Essentials			
Year Groups	EYFS – Year 6		
Time Allocation	1 hour per lesson, 4 blocks of 5 lessons per year, (except Y3 - 1hour weekly		
	Resources	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> National Curriculum CGPS Goals Kapow Music scheme (condensed) Kapow skills Progression Grid 	<ul style="list-style-type: none"> Learning appropriate to agreed CGPS subject curriculum, skills progression and goals Use of a range of well thought out resources, including IT and a range of other books 	<ul style="list-style-type: none">
IMPLEMENTATION	<ul style="list-style-type: none"> Kapow Music scheme (condensed) Kapow Knowledge Organisers for each unit 	<ul style="list-style-type: none"> Clear learning intention (WALT) and success criteria Revisit/recall prior vocabulary and knowledge (<i>speak like a musician</i>) Introduce and explain new vocabulary Attention grabber/warm-up activity Opportunities to listen to and respond to pieces of music Opportunities to sing, play tuned/untuned instruments or perform, as relevant to lesson 'Wrapping up'/plenary 	<ul style="list-style-type: none"> Visits, visitors Use of ICT Active Listening Thumbs up/down I do/We do/You do Talk partner/trio Think-pair-share (higher order thinking) Whiteboard responses Sentence stems – <i>speak like a musician</i> Vocabulary banks – <i>speak like a musician</i>
IMPACT	<ul style="list-style-type: none"> CGPS music assessment document Teachers' AFL records 	<ul style="list-style-type: none"> Questions to check understanding. Scanning classrooms Mini plenaries Feedback, where appropriate, in accordance with CG policy Discussions with children. Collaborative learning Adapted planning for the next lesson. Children's self and peer assessment Teachers' AFL records 	<ul style="list-style-type: none"> Peer evaluation Self-assessment Flexible groupings. Children's peer and self-assessments. Testing Quizzing Performance tasks