

A Curriculum to Inspire @ Mountfields Lodge

CURRICULUM STATEMENT: Music



Our Curriculum Intent for Music

The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE PERSEVERE (BE) INDEPENDENT COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

I: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine...we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The key characteristics that we have identified, and that we believe, will make a good musician are:

- Children singing a wide variety of songs and using their voices expressively.
- Having the opportunity to play tuned and un-tuned instruments.
- Rehearsing and performing with others, with an awareness of audience.
- Composing musical patterns, selecting and organising musical ideas, and recording these in a variety of ways.
- Appraising through exploration and explanation of their own ideas and feelings about music.
- Learning, understanding and applying musical vocabulary.
- The ability to analyse and compare sounds and become confident at suggesting improvements for their own work and that of others.
- Listening with concentration to internalise and recall sounds whilst developing a growing awareness of seven musical elements: pitch, duration, tempo, dynamics, texture, timbre, form.
- The understanding that time and place can influence the way music is created, performed and heard.

We believe that music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed throughout.

We aim to encourage awareness, enjoyment and appreciation of music in all its forms and to develop imagination and creativity. We want to encourage children to sing with enthusiasm from an early age, free from inhibition and to help children of all abilities develop positive attitude. We aim to offer opportunities to perform, compose, listen and appraise whilst also experiencing success and satisfaction in music.

Our Curriculum Implementation for Music:

At Mountfields Lodge we primarily teach the National Curriculum for Music through our use of Music Express. Music Express offers a consistent approach and ensures coverage of the National Curriculum from Reception to Year 6. This will be taught a minimum of once a week.

Music is taught using cross curricular links where possible. In addition to music lessons in class, KS1 and KS2 have singing sessions that take place weekly in assemblies. Pupils are also given the opportunity to listen to a range of music at the beginning and end of our collective worship sessions, including live music performances by pupils. Children are given the opportunity to have instrumental lessons delivered by peripatetic teachers in piano, strings, flute and guitar.

Music is taught over a two-year rolling programme and the Music Express themes are linked where possible to the curriculum themes. Below are the overviews for KS1, Lower KS2 and Upper KS2.

Year 1/2

Year A Units

ME book	Unit	Music Focus	CC link
5-6	Number	Beat	Maths
6-7	Number	Beat	Maths
5-6	Storytime	Exploring Sounds	English
6-7	Storytime	Exploring Sounds	English
5-6	Animals	Pitch	PE
6-7	Animals	Pitch	PE
5-6	Pattern	Beat	Maths
6-7	Pattern	Beat	Maths
5-6	Water	Pitch	Art
6-7	Water	Pitch	Science

Year B Units

ME book	Unit	Music Focus	CC link
5-6	Ourselves	Exploring Sounds	English
6-7	Ourselves	Exploring Sounds	English
5-6	Our School	Exploring Sounds	Geography
6-7	Our Land	Exploring Sounds	Geography
5-6	Weather	Exploring Sounds	Geography
6-7	Weather	Exploring Sounds	Geography
5-6	Travel	Performance	PE
6-7	Travel	Performance	English
5-6	Seasons	Pitch	Science
6-7	Seasons	Pitch	Science

Year 3/4

Year B Units

	ME book	Unit	Music Focus	CC link
Autumn	Y3	In the past	Pitch	PE
	Y4	In the past	Notation	PE
	Y3	Communication	Composition	Computing
	Y4	Communication	Performance	English
Spring	Y3	Poetry	Performance	English
	Y4	Poetry	Performance	English
	Y3	French	Pitch	Language
	Y4	Spanish	Pitch	Language
Summer	Y3	China	Pitch	Maths
	Y4	Around the World	Pitch	Geography
	Y3	Sounds	Exploring	Geography

Year A Units

	ME book	Unit	Music Focus	CC link
Autumn	Y3	Human Body	Structure	Science
	Y3	Food and Drink	Performance	DT
	Y4	Food and Drink	Performance	DT
	Y3	Time	Beat	Maths
Spring	Y4	Time	Beat	Maths
	Y3	Ancient Worlds	Structure	History
	Y	Ancient Worlds	Structure	History
Summer	Y3	Environment	Composition	Geography
	Y4	Environment	Composition	Science
	Y4	Recycling	Structure	Art

Year 5/6

Year A Units

	ME book	Unit	Music Focus	CC link
Autumn 1	9-10	Our Community	Performance	History
Autumn 2	9-10	Keeping Healthy	Beat	PE/Science
Spring 1	10-11	Growth	Street dance performance	Geography
Spring 2	10-11	Roots	Mini musical performance	English
Summer	9-10	At the movies	Composition	English

Year B Units

	ME book	Unit	Music Focus	CC link
Autumn	10-11	Journeys	Street dance performance	PSHE
Spring 1	10-11	World Unite	Step dance performance	PE
Spring 2	9-10	Solar System	Listening	Science
Summer 1	9-10	Life Cycles	Structure	PSHE
Summer 2	10-11	Moving On	Assembly performance	Computing

Our Curriculum Impact for Music:

In our school we have a set of assessment 'tasks'/tools that we use across all Foundation subjects; tasks/tools that are widely used (by teachers) and widely known (by pupils). We use these in *Music*.

We believe that they have maximum impact on T&L outcomes (learning 'stickiness' and impact on 'next lesson' content and approach) for minimum demand upon staff workload and pupil wellbeing.

In *Music* we recognise that we need to:

- **Share the Curriculum 'Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Has it stuck?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson? Has it stuck?*
- **Using 'the checks' to adjust T&L** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in *Music* it will be relevant and impactful.

Our 3 agreed approaches to assessment in *Music* are

1) At the Planning Stage

CTs refer to the **Progression Map for *Music*** (x-ref Curriculum Implementation statement) at the point of planning and consider not only the 'current' Yr Gp expectations but also make themselves fully aware of the 'previous' and the 'next' expectations.

CTs then reference 'prior learning' in their introductory slide(s) (ppt/flipchart) to a new theme/unit; i.e. 'Do you remember in Year ? when you did/learned about/found out about?'

CTs judge the 'stickiness of the prior learning' and help pupils contextualise their learning. We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

CTs create and share **The Learning Journey** of each unit/theme in *Music* (in a ppt or flipchart slide); this includes * **Questions** (max.6) that are to be answered throughout the theme/unit, Unit-specific **vocabulary** that must be used/taught and the **Core Learning** expectations.

The slide is referred to at the beginning of each *Music* lesson; the strength of this is the coming back to it regularly and making sure the questions are answered and the vocabulary is embedded.

Our school's **Core Learning** expectations in *Music* map out the 'non-negotiables' along the Learning Journey of a pupil in MfL. These **Core Learning** expectations are taken from our school's **Music Progression Map**, which itself reflects the **National Curriculum**.

They clarify our **Curriculum Intent** for *Music* They are our, '**by the time a pupil in MfL leaves (an identified Yr Gp) they must know/have experience of/ learn...**'

They 'build' on previous learning/K&U/skills and are our 'points of assessment' in *Music* along the Learning Journey; they are things that are assessed by CTs and their stickiness monitored by Subject Leads and the SLT. They are how we assess *Music*

Music					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perform an action or a sound (<i>clapping, stamping ...</i>) on the steady beat whilst singing. Sing songs showing increasing vocal control (<i>more in tune, singing clearly ...</i>)	Sing with a sense of control of dynamics and tempo. Identify if the pitch is getting higher, lower of staying the same and copy with their voices.	Sing songs with a recognised structure (<i>verse/chorus, call and response, round in two parts</i>) showing an increasing accuracy of pitch and awareness of the shape of a melody.	Sing songs as part of a group, solo or a round, showing musical expressions (<i>phrasing, changes in tempi, dynamics; reflecting the mood an character of the song and its context</i>).	Perform a song (as part of a group, solo or a round) from memory with attention to phrasing, dynamics and accuracy of pitch.	Perform a song (whole, group or second part of a two part song) from memory with attention to phrasing, dynamics and accuracy of pitch.
Use graphics/symbols to portray different sounds they have made (<i>high/low, long/short, loud/quiet, fast/slow</i>) sequencing these to make a simple score,	Compose a piece of music that has a beginning, middle and end (structure) that incorporates short repeated rhythmic patterns (ostinato), long/short sounds and/or changes in tempo, timbre and dynamics	Compose music that has a recognisable structure (<i>beginning, middle, end</i>) using ostinato patterns and repetition.	Compose a piece of music that reflects images and atmosphere, that has a clearly defined plan , making subtle adjustments to achieve the intended effect (<i>ostinato, drones, dynamics...</i>)	Compose music that reflects given intentions e.g. descriptive music, rap, and use a range of symbols (<i>conventional or graphic</i>) to record the compositions.	Compose music that reflects given intentions e.g. descriptive music, rap, and use a range of symbols (<i>conventional or graphic</i>) to record the composition refining after discussion.

3) Photo Books

Each class has a **Photo Book**; it is used to 'capture the active learning' that the pupils have undertaken'.

We know that **our pupils** are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. 'Do you remember when...?'

The aim is to ultimately produce QR codes (QR stands for Quick Response; it is basically a quick, scannable barcode-like image that takes you to a specific digital destination) for any videos/pieces of evidence of active/inspiring/engaging T&L that would be saved in our Shared Drive.

We believe that music can be assessed through Performances and will therefore ensure that opportunities are provided for children to perform to real audiences in school. This will give them a sense of pride, enjoyment and achievement when showcasing their work, as well as increase their self-confidence as they see it providing enjoyment for others.

Assessment through performances will form an integral part of the teaching and learning of music to ensure skills are being learnt. This will be done by observing children working and performing, by listening to their responses and when appropriate by recording or filming. We can give recognition and appropriate praise for achievement and lessons can be adapted to meet the musical needs of the class. Children will have exposure to a variety of musical extracts and styles and therefore are gaining a broader appreciation for music.

We ask pupils to evaluate their own and each other's compositions and performances, to motivate them and to instil a desire to improve. Children and staff will have the opportunity to give constructive criticism and potential next steps.

We will also use our 3 agreed assessment tools where appropriate:

A) Flashcards:

We use these to engage 'active recall' through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class 'team' quizzes. They are 'low stake' i.e. they are not considered to be the 'be all and end all' of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

C) Exit Tickets

These are used at the end of a T&L session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

We understand that the assessments made in *Music* must be

- Utilitarian – seeking the greatest good for the greatest number
- Opportunist – picking up ideas and misconceptions as you find them
- Efficient – keeping things simple and brief
- Mastery-oriented – seeking to get every pupil to a key level of understanding

We believe it is extremely important that pupils do not see going back to the previous lesson as a punishment, for the teacher or for them – the culture in the classroom has to be that it is a chance to improve and to understand fully.

We do not forget that Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning. (x-ref. Marking and Feedback Policy).

Using the 3 agreed 'tools' for assessment in *Music* and ensuring we deliver on our 3 agreed 'assessment approaches' we believe we are well placed to confidently report to pupils and parents in the statutory end-of-year Individual Pupil Reports in terms of Core Learning attainment.

We do not believe that in *Music* there is any value, or need, to have a complex method of capturing attainment 'data' that, on first glance, might look good (i.e. a class list against a range of objectives, all annotated with colours/lines/marks that mean something once the coding is understood) but has little to no impact on T&L outcomes; i.e. 67% of Class 'B' attained at the expected standard in Music. Such data, in our experience, has little value, or impact on the 33% who didn't make the grade? Does it mean the learning was too hard for them? Does it mean the teaching didn't engage them? Does it mean they have failed? Does it mean they have missed that learning opportunity and won't revisit it for 2 more years?

We believe, that our considered method of assessment in *Music* does everything we need it to do.