

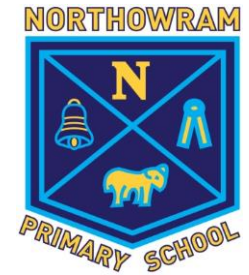


Northowram Primary School

Music guidance

2019- 2020

Curriculum Pledge



“Children benefit from an inspiring curriculum. Leaders ensure that children receive excellent opportunities to develop their knowledge of subjects beyond English and Mathematics.” (Ofsted 2016) “The wider curriculum in Years 4, 5 and 6 is taught by subject specialists who dedicate their afternoons to teaching their subject across all six classes. This arrangement is leading to in-depth teaching, often at higher levels than typically seen and much appreciated by pupils and parents. In their own words, pupils feel ‘they have the best teachers for the job’. “ (Ofsted 2016)

Intent

To achieve the aims of our school vision, we are committed to:

- Ensuring all our children receive their full legal entitlement to learning programmes in all curriculum areas in all year groups.
- Providing a full curriculum (enhanced by out of school visits and visitors to school) in all subjects throughout each year including year 6. Our curriculum is not narrowed for exam or test preparation.
- Ensuring that, in addition to the skills and knowledge, which is required learning in each subject as detailed in the National Curriculum, our curriculum is also planned to include explicit teaching and learning related to human values (e.g. respect, diversity, equality, tolerance, kindness) and responsible citizenship.
- Ensuring that high quality teaching in every curriculum area leads to excellence in pupil outcomes, in all curriculum subjects.
- Ensuring that our children extend their learning in a wide range of curriculum areas beyond the hours of the school days through our provision of extra-curricular clubs. Our target is that upwards of 50% of our children will take part in clubs in any given year. We offer a wide range of clubs including those linked to PE (many types of dance, PE and sports clubs), the creative arts and music (e.g. choirs, recorders, samba, drumming, violins). Children are provided with an annual opportunity to showcase their talent and progress in these areas in our annual ‘Soiree’ performances.



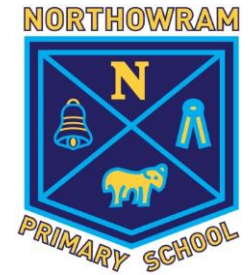
Implementation

- At the upper end of school (years 4,5 and 6), our research, monitoring and evaluation have shown that curriculum subjects (Music, French, Geography, Computing, Art, Design and Technology, Science, PE, History, RE) are most effectively taught by subject specialist teachers who have a high level of subject knowledge in their curriculum area. In years 4, 5 and 6, our teachers specialise in one or two curriculum areas and our children receive instruction from different teachers for each subject. Our children have the best teachers for each subject.
- In years 1-6, all curriculum subjects are taught discreetly rather than being taught in a topic-based way. In this way, we ensure that specific skills and knowledge linked to subject are taught, learned and built upon year on year. Children have workbooks for all subjects including practical subjects (e.g Art, Design and Technology, PE) where they record their work, ideas, reflection and progress. Work in all subjects is assessed and marked with regular individual feedback given.
- Our school provides a healthy budget for the provision of high-quality resources for every curriculum area. Lead teachers for each subject place resource orders on an annual basis to replenish resources and source new resources to ensure that high quality resources are available for the children to maximise learning in all curriculum areas.
- Children receive weekly PSHCE lessons. Our PSHCE curriculum is delivered through high quality circle time sessions every Friday afternoon. All our teachers are trained in delivering high quality circle time sessions based on recommendations from national experts in this area.

Impact

- Lead teachers for each curriculum subject undertake regular monitoring of outcomes (through pupil interviews and workbook scrutinies) and the quality of instruction in each curriculum area through lesson observations. Lesson observations linked to English, Maths and all other curriculum subjects take place each year.
- Lead teachers for each subject in year 1,2,3 team and key stage 2 team work together to ensure that progression and coverage in each curriculum subject is robust.
- Each subject has well defined assessment processes which are used to track children's progress in each area, report progress to parents and to provide valuable feedback in each subject to individual children.

Long term plan



Music Long Term Plan 2019 - 2020

Subject/Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Rhythm in the Way and Banana Rap		In the Groove		Imagination
Year 2		Ho Ho Ho		The Friendship Song		Zootime
Year 3		Three Little Birds		Glockenspiel stage 1		Let Your Spirit Fly
Year 4		Glockenspiel stage 2		Lean on Me		Mamma Mia
Year 5		<u>Living on a prayer</u>		Happy		<u>Dancin in the Street</u>
Year 6		The Fresh Prince of Bel Air		You've Got a Friend		The Greatest Show

Progression skills document

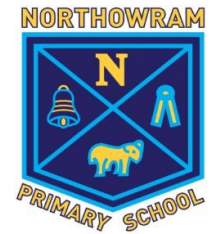
Progression through Music skills



Music Progression	Singing songs with control and using the voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills, evaluating and appraising
Year 1	Sing a melody accurately at their own pitch.	Show involvement when performing music.	Accompany a chant song by clapping the rhythm	Identify and name simple instruments.	Play untuned instruments with control.	Contribute to the creation of a class contribution.	Create long and short sounds using classroom instruments.	Perform and be part of an audience.
Year 2	Recognise phrase length and know when to breathe.	Show involvement when composing music.	Identify long and short sounds in music.	Create and choose sounds in response to a given stimulus.	Begin to play tuned instruments with some control	Create and choose sounds in response to a given stimulus.	Play and sing a notated phrase.	Recognise the need for performance and audiences.
Year 3	Sing with awareness of pulse and rhythm.	Begin to recognise the use of structure through music and recognise the sounds of musical instruments.	Perform a repeated pattern to use a steady pulse.	Explore and perform different types of accompaniment.	Play tuned and untuned instruments with control.	Create music that describes contrasting moods/emotions.	Begin to use more accurate musical language.	Listen and appraise different genres of music and develop an understanding of the history of music.
Year 4	Understand how mouth shapes can affect voice sounds	Demonstrate the ability to recognise the use of structure through music.	Identify and recall rhythmic and melodic patterns.	Explore different repeating patterns	Play tuned and untuned instruments with control	Create an accompaniment to a known song.	Begin to recognise musical notations	Recognise how music can reflect different intentions
Year 5	Sing songs with increasing control of breathing, posture and sound projection.	Internalise short melodies and play these on pitched percussion (by ear).	Improvise rhythm patterns.	Comment on how sounds are used to create different moods.	Begin to identify melodic phrases and play them by ear.	Begin to compose their own music	Begin to use musical notations	Present performances effectively.
Year 6	Sing a round two parts and identify the melodic phrases and how they fit together.	Listen to longer pieces of music and identify features.	Perform an independent part keeping to a steady beat	Select different melodic patterns.	Create different effects using combinations of pitched sounds. Identify melodic phrases and play them by ear	Explore, select and combine a variety of different sounds to compose a song	Recognise and use musical notations	Show an awareness of audiences, venue and occasion.

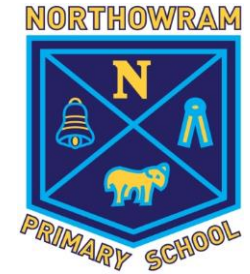


Teaching music 'The Northowram Way'



- Music is taught using the online Calderdale music scheme 'Charanga' as a starting point to build upon for most lessons.
- Teachers will adapt units of work depending on the classes they teach, ensuring that all the National Curriculum objectives are covered and that all lessons are engaging and appropriate for each class. This may include games, group work and written activities.
- Music is very practical, with musical instruments (both tuned and untuned) used regularly as part of each lesson. Teachers will also use existing music, videos and their own modelling to expose children to different styles of music.
- Subject specialisms ensure that all teachers of music are aware of the full curriculum and the progression of musical skills throughout school. See above for progression of skills.

Assessment in Music



- Children are assessed against lesson objectives as they are covered across a range of lessons. These will be highlighted according to the marking policy.
- Assessment mats are stuck onto the cover of children's books. These are linked directly to the national curriculum and assessed at each key stage. Ticks and swipes may be used to indicate progress. Teacher's will also assess the children's musical abilities across a lesson or group of lessons.
- Exit and entry quizzes are used to help assess progress at the beginning and end of topics. Entry quizzes will help to show children's prior learning and can inform planning. Quizzes could be multiple choice or pictorial depending on year groups/topics. Where possible, exit quizzes will follow a similar structure to help show progress. Exit quizzes may have an opportunity for children to show their understanding more. Quizzes could include definitions of musical terms, identifying instruments etc. Quizzes will be appropriate for year groups/children.
- Music is monitored through lesson observations and book scrutinies.

SEND and vulnerable groups



- Activities are adapted to meet the needs of all learners. This might be using more or fewer notes within a song, or through sentence openers etc. for written tasks.
- These groups are helped to make progress through teacher support and adaptations. Barriers such as reading and sensory needs are removed (for example through the use of sound cancelling headphones).
- Groups are monitored through teacher assessment, both within lessons and through assessment mats which are found in the back of children's books.

Marking and feedback



- All completed work should be marked before the start of the next lesson.
- Children have time at the beginning of the lesson to look at feedback and make any alterations.
- Positive feedback will be given along with stickers, stamps, merits etc. Occasionally, next steps/extension/developmental points may be giving if appropriate.
- Marking will usually be for independent work however group marking may be used for paired and table tasks.
- Children may use self and peer assessment as part of their musical development.
- Marking will generally follow the school's marking policy.
- Lots of verbal feedback will be given during music, which may sometimes be recorded by children higher up school.