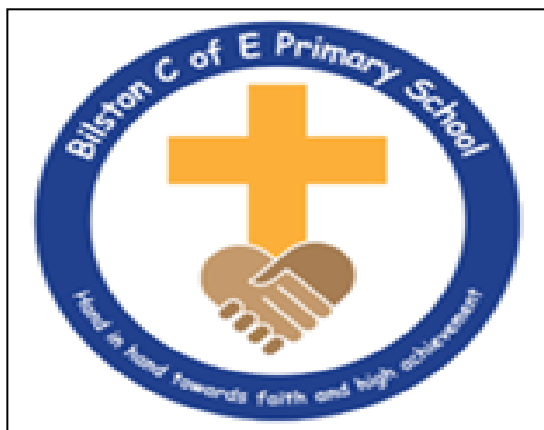


Bilston Church of England Primary School



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.

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.

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.

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 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 explore the use of flats and sharps and their effect upon a note.

CURRICULUM OVERVIEW SHEET 2019-20				KEY STAGE 1		
	Term 1		Term 2		Term3	
RECEPTION	<u>IPC Topic: All about me</u> Finger rhymes and songs about themselves. Clapping the rhythm of their names Charanga: Me	<u>IPC Topic: patterns</u> Songs with patterns eg clap your hands and wriggle your fingers Sound and rhythm patterns Charanga: Everyone	<u>IPC Topic: Let's pretend</u> Use music to create stories Eg the three little pigs Charanga: My Stories	<u>IPC Topic: Superheroes</u> Sing songs about superheroes Eg batman, spider man Charanga: Everyone	<u>IPC Topic: Growing adventures</u> Farm and animal songs Explore animal sounds Songs about growing fruit and vegetables Charanga: Our world	<u>IPC Topic: Magic – changes</u> Songs from fairytales and Disney stories Charanga: Big bear funk
Y1	<u>IPC Topic: : Our world</u> Explore music from different countries – Eg Africa, India, Learn African songs – A Keelie; Kye kye kule Express likes and dislikes about different music Explore pulse Charanga: Hey You	<u>IPC Topic: Toys</u> Songs about Pinocchio; puppets; Playtimes past. Long and short sounds - High and low Fireworks music Christmas songs	<u>IPC Topic: Arctic explorers /Penguins</u> The Penguin song Exploring sounds and instruments – fast and slow Charanga: In the Groove	Timetravellers – people in history – songs from history eg London's burning. Charanga: Rhythm in the way we walk; Banana rap Create their own raps and add percussion instruments to them.	Explore pulse, rhythm and pitch. Create and improvise rhythm patterns Follow graphic scores. Charanga: Round and round	<u>IPC Topic: Let's go on holiday!</u> Songs about the seaside and holidays. Charanga: Your Imagination
Y2	<u>IPC Topic: Weather</u> Weather songs Listen to weather sounds and identify. Weather music. Create weather music – rain, stormy music Use weather symbol graphic scores and create their own	<u>Explore different music styles</u> – listen to and identify pop, rap, jazz and classical What makes a great composer? Identify changes in music – tempo, dynamics, pitch. Develop an understanding of pulse.	<u>IPC Topic: We are what we eat</u> Songs about healthy living and food Hot potato – sing up Cauliflowers fluffy Fairtrade song – sing up (play from music score)	Charanga: I wanna play in a band Create their own music for a band Improvise and create melodies Use digital technology to create 'band' music – 2 simple software; garage band	<u>Instruments of the orchestra</u> Explore instrument families. Listen to the story of Peter and the wolf. Explore pitch – high and low sounds Charanga: Zootime	Charanga: Friendship song Learn to play the recorder: Charanga: freestyle – recorder course

	Charanga: Hands, feet and heart	Charanga: Glockenspiel 1 (Old scheme)	Create and write rhythm patterns			
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	Term 1		Term 2		Term3	
Y3	<p><u>Topic songs: based on the Stone Age</u></p> <p>Charanga: Three little birds</p> <p><u>Rhythm and pulse</u> Simple notation – crochet, quaver, minim, semibreve – identify and clap/play</p>	<p><u>Topic: The Active Planet</u> <u>Song:</u> run from the mighty volcano</p> <p>volcano sounds – create and describe sounds made by volcanoes. Compose a piece using instruments and on garage band.</p> <p>Christmas songs</p>	<p>Charanga : Let your spirit fly</p> <p>Sing a variety of songs – develop some part singing</p> <p>Recognise changes in pitch</p> <p>Charanga: Glockenspiel Stage 1 (New scheme)</p>	<p><u>Topic: Songs about water and saving water</u> Listen to and compose sea and water music / sounds</p> <p>Compose a melody on a selected instrument. Use digital technology to create water music and record their composition.</p>	<p>Charanga: Bringing us together</p> <p><u>Ukulele course.</u> Introduce the ukulele and play on the open strings.</p> <p>Play along with others carefully keeping in time</p>	<p>Sing 4 Summer songs</p> <p>Charanga: The dragon song</p> <p>Explore folk music from different traditions and cultures.</p> <p>Play an accompaniment to the music on either glockenspiel, recorder or ukulele.</p>
Y4	<p><u>Topic: Rainforests</u> Rain forest sounds and song Create their own rainforest music and sound effects. Use dynamics to add effect to the compositions</p> <p>Autumn songs Harvest songs</p>	<p>Charanga – Mamma Mia</p> <p>Compare the songs and listen to features. Play along on the glockenspiel or recorder.</p>	<p>Charanga: Glockenspiel Stage 2 (New scheme)</p> <p>Explore rhythm patterns and duration (note values) – music theory Read simple music notation</p>	<p>Charanga : Stop</p> <p>Explore the use of rap in this song and create their own rap about bullying that fits in with the accompaniment.</p>	<p><u>Singing in the rain</u> <u>Songs/ Djembe – Call and response</u> rhythm patterns <u>Explore texture and samba rhythm patterns</u> Write their own rhythms. Explore rhythm work on Garage band</p>	<p>Charanga – Lean on me</p> <p><u>Ukulele course</u> learn about chords and plucking out a simple tune</p>
Y5	<p>Charanga: Livin' on a prayer Explore aspects of rock music.</p> <p><u>Music theory:</u> -Read and create notes on the musical stave. .Charanga – toolkit Explore 4 beat rhythm patterns and look at note values Write their own rhythm patterns with an awareness of timbre and duration. Use Garage band</p>	<p>Part singing and rounds</p> <p>Christmas songs</p> <p><u>Ukulele course</u> continue to learn about chords and plucking out a simple tunes</p> <p>Read and understand some musical notation.</p>	<p>Charanga: Classroom Jazz 1</p> <p>Improvise and compose their own melodies</p> <p>Sing some jazzy songs – sing up</p>	<p>.Charanga: The Fresh prince of Bel Air – Rap Explore rap and hip hop music and rhythms used Create their own lyrics for a rap song</p> <p>Then add an accompaniment to it using percussion instruments and garage band.</p>	<p><u>Topic – the Shang dynasty</u></p> <p>Listen to Chinese music and describe. Explore Chinese instruments</p> <p>Chinese Pentatonic music.</p> <p>Write a pentatonic melody.</p>	<p><u>Cyclic patterns</u> Rhythm and pulse – Explore patterns on the djembe.</p> <p>Use Garage band to create patterns.</p>
Y6	<p>Charanga – You've got a friend Look at songs about friendship and working together Ten pieces – The Enigma variations – listen and</p>	<p>World war 1 and 2 songs.</p> <p>Look at the significance of the lyrics Write a song that will encourage those during the war. Understand</p>	<p><u>Classroom Jazz 2</u> Develop confidence in improvising.</p> <p>Use more complex rhythms and write them</p>	<p><u>Explore cyclic rhythm patterns and cyclic melodies.</u></p> <p>Create their own with more complex ideas.</p>	<p><u>Topic –Ancient Greece</u> Set Greek myths and legends to music. Eg the Trojan horse.</p> <p>Use voice, sounds,</p>	<p>Charanga – Happy</p> <p>Year 6 production and songs.</p>

	appraise. Write a variation. Represent changes in pitch using formal and pictorial notation	how the words and melody fit together,	Explore internalisation of the pulse and look at off beats		technology and pitched instruments to tell a story.	
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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 use the STAT Sheffield system to assess the children to ensure a uniformed approach with other subjects. We began using this system in 2018. 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%

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 2022