



St Michael's CE Primary School, Sandhurst

Subject Vision Document: Music

Vision (Intent)

Music at St Michael's provides children with the opportunity to be creative and expressive with music and instruments, as well as learning skills in how to play and compose. There is also a focus on core knowledge needed to understand music (e.g. terminology or how to read notes). Music also involves appreciation and evaluation of their own and others' work. Our vision is to give children strong foundations in music playing, enjoyment and appreciation by having a wide range of opportunities to try different instruments and develop an interest and confidence in music.

EYFS: Children in our Ducklings class learn to sing, recite and be expressive with instruments. Pupils in EYFS will also build collaborative relationships with their peers by sharing ideas and creating music in groups. Children will also sing and/or perform solo, and begin to express views on their own, other pupils' and well-known musicians' work.

Key Stage 1: Children are taught using our Kapow scheme. In KS1 the focus is on fundamental skill development such as recognising and following a rhythm and beat, and enhancing listening skills. Children will listen to and give opinions on music, and begin to recognise key aspects of music (e.g. tempo, pitch changes and speed). Children will have the opportunity to compose simple pieces of music and use their bodies (e.g. clapping or singing) to either copy or create sounds or pieces. There is an emerging development of precision in Music in KS1, with children beginning to play on beat and understanding rhythm, as well as begin to sing in tune. However, in the expressive elements of Music, children are encouraged to experiment with tuned or untuned instruments to compose. Finally, children will evaluate their own and others' pieces, giving feedback and considering mood or feelings from music.

Key Stage 2: Children build on the skills they have developed in KS1 to enable them to be more accurate, creative and evaluative of their own and others' work. In KS2, the focus shifts to applying these skills to a range of musical styles, skills and instruments which allows for learners to showcase their clear progression and skills acquired. Children develop their precision in singing, composing and playing of instruments, and will perform more solo or in groups. Children will also learn to recognise and appreciate a wide range of music and consider its effect on the listener, as well as give their opinion on the piece and why they liked or disliked it. Finally, children will get to experience a wider range of instruments through focused teaching units.

Building strong foundations through experiences

To complement the curriculum, children have the opportunity to represent the school through groups, such as the school choir. We aim to develop the children's confidence and performance skills as part of this. A variety of additional music lessons are also available across KS1 and KS2 where children can learn a chosen instrument through our partnership with Berkshire Music Trust. Our Year 4 children spend a term learning the Ukulele and we also have our annual Spring concert where children who have been taking individual lessons are able to perform to their parents and the rest of the school. We have also gone into partnership with RockSteady who come in weekly to provide music lessons within a band context, children have the potential to leave our school in Year 6 with a Grade 2 Trinity Music College certificate in their chosen instrument with RockSteady.

Curriculum (Implementation)

To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Unit Maps a statement or section is covered. We

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Community



Compassion



Creativity



Courage





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are currently using the Kapow scheme of work across St Michael's which is supplemented with support from Berkshire Music Trust.

Curriculum Structure

Lesson Delivery (Pedagogy)

Music lessons are taught as discrete sessions and one unit is covered each half term. This ensures that there are regular opportunities to revisit prior learning and build understanding. Units involve a balance of listening and playing. This ensures that the children are continuously learning, acquiring and applying the relevant skills. Children complete a warm up; then, through a variety of activities, skills are modelled and significant practise and/or rehearsal takes place individually, in paired or small groups. Throughout a lesson, learning opportunities allow for children to apply any skills that they have been taught with regular feedback given and performance opportunities provided. Lessons are completed with a 'warm down' where they are able to consolidate the skills that they have covered and/or revise any key learning points from the session.

Our Music Scheme of Work provides the overview for when each unit in Music is taught.

Knowledge taught/prior knowledge

Knowing what core substantive knowledge to teach, as well as prior learning which we can build on, is essential to ensuring clear progression and depth of understanding in a subject.

Assessment

Our assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit. Where possible, completed projects are shown (or photos of the finished product). The children will have opportunities to discuss and develop the skills being taught. Assessment is logged on the 'Music Assessment Tracker' where children's attainment can be tracked and data noted so can be acted on with future targets.

Links with our values, spirituality and organisations

Our school values of Courage, Creativity, Community and Compassion are part of everything we do at St Michaels. To ensure that this is seen within the curriculum, we make explicit links to our values, as well as British Values and spirituality.

Outcomes (Impact – how do we measure and evaluate)

We measure the effectiveness of our curriculum in the following ways:

- Children data tracking (PITA grids and Target Tracker)
- Photographic and video evidence
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or BFC)
- Children conferencing.

Partnerships

We utilise the following support within our curriculum for this subject:

- Local STEM projects such as Luckley House Choral Day

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- Berkshire Music Trust such as CPD for class teachers, class Ukulele lessons and the Junior Music Festival at The Hexagon, Reading.
- RockSteady
- TKAT subject network meetings

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