



Music



Vision: 'Every child a Musician'

To support the new 2022 National Plan for Music Education (NPME) vision “To enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests, including professionally.”

Intent: What do we hope to achieve by teaching music?

During their time at Binfield C.E. Primary School (V.A.) we aim for all pupils to experience being and developing the characteristics needed to be a Musician.

We believe that the ‘Essential Characteristics’ of a Musician include:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Implementation: How is Music organised and taught?



The Music curriculum is based upon the Early Years Foundation Stage Statutory Framework (2021) and the National Curriculum in England (2014). In YR, Music is integrated within the 'Expressive Arts'.

In Years 1-6, we have divided the Music curriculum into Breadth of Study (what knowledge needs to be studied/what context the learning is done through) and Threshold Concepts (the big ideas and skills that need to be taught, repeated and built upon over time so that the learning is progressively deepened). In Music, we use 'Charanga', a bought-in, structured Music development programme. This is used to support teaching music progressively, and building knowledge and skills across and within year groups. It is designed to support specialist and non-specialist teachers and comes with a wide range of supporting resources so that all staff are able to teach it. It includes knowledge planners in KS2 and vocabulary lists for all year groups. There are two units of work to be taught per term. Links are made to previous learning and also to other areas across the curriculum. The online resources provide access to a wide variety of Music and teaching resources.

To further supplement the scheme, teachers also have access to a range of cross curricular resources. These can be used to supplement language studies, Black History Month and enrichment weeks.

Music lessons will normally be taught weekly for 1 hour a week, to adhere to the NPME, or as a block (i.e. several lessons together in a blocked period of time). We would normally expect a minimum of 12 hours/term to be spent on teaching Music.

In addition to taught Music lessons in class, 'Singing' assembly (once per week – approx. 30 minutes) is used to enhance the children's singing abilities, provide them with the opportunity to sing in a larger group (Key stage) and perform to others. Musical Productions/Services are also integrated into each year group across the school, enabling all pupils to take part in a bigger performance/show every year. In addition, each term, we hold services at our local churches which provide the opportunity for singing and instrument performances.

The recorder is introduced to pupils in Y4 as an instrument which everybody learns to play.

From Autumn Term 2022, an Upper KS2 choir has been instated to provide the children the opportunity to develop their musicality and perform within an ensemble. The children had their first successful performance in the Christmas Assembly 2022.

From Spring Term 2023, a new ocarina club will be introduced to encourage and develop understanding of musical notation and offer the children a chance to join an ensemble.

From Spring Term 2023, wider opportunities to learn other instruments will be provided through iRock and the Pop and Rock Foundation. The aim is to facilitate a usually a termly music concert which enables pupils to perform to the school and their parents. Further to this, termly 'Sharing Assemblies' allow each year group the opportunity to share some of their music learning for the term to their parents and the school.

SMSC is integral within the Music curriculum. 'Awe and wonder, 'wow' moments occur as pupils are exposed to a range of music/sounds from around the world (modern and ancient/ live and recorded), as they explore their own music making (by singing/playing an instrument), as they listen to or take part in a performance with others and as they consider some of the bigger questions such as whether it is morally right for musicians to be 'copied' by others, or for music to be used to persuade others e.g. in commercials/films.

'Power Tools for Learning'

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent, thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Philosophy for Children, and Claxton's Learning Muscles. Furthermore, within our curriculum and assessment framework (Chris Quigley), Bloom's taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper 'thinking and learning' is required as pupils advance through each milestone. Together, these support staff in ensuring that suitable cognitive challenges are integrated across the curriculum and that pupils are equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.



Impact: What difference does it make and how do we know?

In determining the impact of the Music curriculum, we are essentially asking the question, 'How well have pupils developed the essential characteristics of a musician (as defined above in our **Intent**)?'

We use 2 main methods to determine this: 1. Assessment (quantitative) and 2. Feedback from the pupils, their parents and other stakeholders (qualitative).

Assessment

At Binfield C.E. Primary School (VA), we assess YR pupils using the EYFS Framework and we use 'Depth of Learning (DOL)' (Chris Quigley) as our assessment system for Years 1-6.

In YR, pupils are assessed using on-going observation and questioning from staff and these are recorded in individual electronic profile documents. Evidence is used to build up a picture of the child's achievements and level of independence over time, and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met or exceeded the Early Learning Goal.

For Years 1-6, the curriculum and the assessment is divided into 3 Milestones (1, 2 and 3). These relate to KS1 (Years 1 and 2); LKS2 (Years 3 and 4) and UKS2 (Years 5 and 6) respectively. Threshold Concepts (the big ideas and skills that need to be taught, repeated and built upon over time so that the learning is progressively deepened) are broken down into specific indicators which are used to assess the pupils' depth of learning against. The terms Basic, Advancing and Deep (BAD) are used to identify who is meeting the expected standard and who are going beyond the expected standard. We would expect a pupil in Years 1,3 and 5 to be working at Basic 2 by the end of the year to be on-track to reaching Advancing 2 (or the expected standard) by the end of the following year. Pupils who are working above this would be considered to be working at a greater depth and those working below this would be below the expected standard. An online software programme (DOL) is used to record the assessments of pupils (up to 1/term) against these indicators and progress is measured and tracked over time. This also supports teachers in identifying areas of strength and areas that may need additional support during the next teaching episode. For pupils with Special Educational Needs, that may need to demonstrate their progress in smaller steps, we use 'Pebbles' (smaller steps) integrated within the system to show this. We aim for the highest possible standards and over time, we would hope that standards in Music would be in-line with or even better than outcomes in Core subjects.

Feedback

We also value the feedback from the pupils themselves and from other stakeholders. These are captured informally (during lessons, after concerts/performances) but also more formally too e.g. through questionnaires, and comments submitted to the school.

This is what some of our stakeholder's say:



I loved performing our opening number – it made me feel so proud! Y4 pupil.

The singing in the church was beautiful and so uplifting! Thank-you. Parent.

I was really nervous about playing a solo on my violin but it went well and everyone clapped me. Y6 pupil.

The pupils' singing was joyous – they certainly lifted the roof! Bishop of Reading.