

Curriculum Leadership - Subject Vision

Subject / Curriculum Area: Music

Vision

At Dovers Green, we are committed to providing a rich range of musical experiences for our children. Through engaging and varied opportunities, as well as access to high quality resources, we aim to provide an enjoyable, stimulating curriculum that enables children to become confident musicians. Music is an integral part of school life and our aspiration is that every child develops a lifelong love of music.

What does your subject area offer the Dovers children?

Music is taught through 4 key elements; singing, listening, composing and performing. The children will listen to and experience a range of musical styles, developing their understanding of the culture and history behind each type of music. They are exposed to different instruments and they are given opportunities to play both tuned and un-tuned instruments during their time at Dovers Green. They will compose and perform a variety of pieces using instruments and their voice. They will have an understanding of musical terminology appropriate to their year group.

How does your subject enhance the curriculum?

When music permeates the school curriculum, it has a positive effect on all aspects of a child's learning and plays an important role in increasing emotional well-being and confidence. Music can be easily linked across the whole curriculum, to enhance any topic being taught.

What use is it to children later in life?

Music equips the children with life skills which will help them in many other areas of learning, such as developing memory, developing a growth mindset, increased co-ordination, giving a sense of achievement, learning to recognise patterns and developing team work skills. Music can reduce feelings of anxiety or stress, help to regulate emotions, improve concentration and enhance the way that children can process language and speech. A high quality musical education develops many skills which can be transferred into all aspects of adult life.

What are the main skills and knowledge (overarching objectives) you want teachers to focus on?

Children need to be able to:

- Use their voices expressively and creatively by singing songs and chants, with a developing range of intervals of pitch.
- Listen with concentration and understanding to a range of high-quality live and recorded music and develop an understanding of the history, culture and context of each genre.
- Play tuned and untuned instruments musically.
- Experiment with, create, select and combine sounds using their understanding of pitch, tempo, dynamics, beat and rhythm.

	Current Situation	Vision
Vision and Direction	Having completed the action plan and data analysis for music this year, I feel I have a clearer vision of how to improve music across the school, with particular areas identified for each year group.	I have a deeper and clearer knowledge and understanding of how music is taught across the school, with a particular focus on progression in learning and revisiting learning.
Standards, Progress and Achievement	Mid-year data showed that PP and SEND are on average achieving the expected level, with some children achieving above expected. Singing continues to be a strength across Key Stage One. The recovery curriculum is filling coverage gaps from the previous year.	Children across the whole school will continue to make good rates of progress in music. The progress and attainment for each skill will be consistent. Children can confidently talk about music, using technical language.
Quality of Learning & Teaching	This year I will observe music lessons throughout all year groups and complete pupil voice questionnaires. Children are currently taught in blocked weeks for music, and music is used to enhance other subjects and themes.	I would like to be better informed about the progression in music throughout the school to ensure that learning is built upon, because it is taught in blocked weeks. Teachers are confident about what they are expected to cover in the curriculum for their year group.
Assessment	All teachers assess music against the standards in February and again at the end of the year. Assessments will be reviewed at this time, and further next steps will be planned and shared with staff.	Ensure that a review of music is carried out in February, taking into account observations, pupil voice questionnaires, action plan and data that has been shared by all teachers. Set next steps and share these with teachers, so that improvements can take place more quickly.

Curriculum Leadership – Intent, Implementation and Impact

Subject/Curriculum Area: Music

Intent

What is being taught?

EYFS:

In EYFS, the music curriculum comes under the Being Imaginative and Expressive strand and is mainly taught through continuous provision activities. Children are taught to sing a range of well-known nursery rhymes and songs, and are encouraged to perform songs and rhymes, and when appropriate, try to move in time with the music. Children learn to play simple percussion instruments, and start to learn about different rhythms and the volume of music (dynamics).

Key Stage One

The new model music curriculum is followed in years 1 and 2.

Year 1:

Singing:

In Year One, children are taught to sing simple songs, chants and rhymes from memory, singing collectively and at the same *pitch*, responding to simple visual directions.(stop, start, loud, soft). We begin with simple songs with a very small range, mi-so and progress to a slightly wider range, including pentatonic songs. The children sing a range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.

Listening:

Music lessons will develop a pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. In year 1 we listen to a variety of musical genres including; Classical, Pop, Blues and Samba music.

Composing:

In year 1 composition is explored through improvising simple vocal chants and replying to a leader in question and answer phrases. The children will create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm. They will add sound effects to embellish a known story and combine sounds to create a new story of their own, using classroom instruments. Children will understand the difference between creating a rhythm pattern and a pitch pattern. They will invent, retain and recall rhythm and pitch patterns and perform these for others. The children will recognise how graphic notation can represent created sounds. They will have the opportunity to explore and invent their own symbols.

Musicianship:

In musicianship the knowledge and language of music is developed. The focus of year 1 is to explore and understand the terms; **pulse/beat**, **rhythm** and **pitch**. **Pulse** is explored through walking, moving and clapping a steady *beat* using body percussion and playing classroom instruments to maintain a steady beat. Children will have an opportunity to respond to the pulse in recorded/live music through movement and dance. **Rhythm** is explored by performing short copycat rhythm patterns, led by the teacher while keeping in time with a steady beat. Children will create, retain and perform their own rhythm patterns, beginning with word pattern chants. E.g Ca-ter- pil- lar crawl. **Pitch** is taught through listening to the sounds in our environment comparing high and low sounds. Children will sing familiar songs in both low and high voices and talk about the difference in sound. The children will explore pitch in percussion sounds to enhance storytelling. Children will learn to follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

Year 2:

Singing:

In Year Two, children will develop their knowledge of pitch by singing songs with a wider interval of do-so with increasing vocal control and sing songs with a small pitch range (e.g. *Rain, Rain Go Away*), pitching accurately. learn this musical term dynamics and tempo and demonstrate these when following a leaders direction or visual symbols (e.g. *crescendo*, *decrescendo*, *pause*).

Listening: Music lessons will develop a pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. In year 2 we listen to a variety of musical genres including; 20th and 21st century classical tradition music, Rock and Roll, Pop and Gamelan.

Composing:

In year 2 composition is explored through improvising simple question and answer phrases with a partner, this will be sung or played on *untuned percussion*, creating a musical conversation. Children will create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). They will learn how to record **graphic symbols**, **dot notation** and **stick notation**, as appropriate, to keep a record of composed pieces.

Musicianship:

The children's understanding of Beat/Pulse, Rhythm and Pitch will progress by:

Pulse - Understanding that the speed of the beat can change, creating a faster or slower pace and that this is called **Tempo**. They will learn to mark the beat of a listening piece by tapping or clapping and recognising changes in tempo. Their movement to music will develop by knowing the difference between left and right to support coordination and shared movement with others. They will begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. They will be able to identify the **beat groupings** in familiar music that they sing regularly and listen to. **Rhythm** is explored by playing copycat rhythms, copying a leader, and inventing rhythms for others to copy on untuned percussion. Children will learn to read and create rhythm patterns, and represent them with stick notation including **crotchets**, **quavers** and **crotchets rests**. **Pitch** will be developed by playing a range of singing games based on the **cuckoo interval** (so-mi). They will respond independently to pitch changes heard in short **melodic phrases**, indicating with actions (e.g. stand up/sit down, hands high/hands low). They will recognise dot notation and match it to 3-note tunes played on **tuned percussion**.

How does it cater for PP/SEND and higher attainers?

Historically, the Pupil Premium children and SEND children have achieved the expected level, with a small number achieving above expected. Music is taught using many visual resources, and is very 'hands on', which supports the learning of these vulnerable groups. Many elements of musical learning are open to an individual's interpretation, for example, when listening to a musical piece and giving an opinion, or creating a composition, and this helps to support the development and progress of these children. Higher attainers are extended through higher level questioning, and challenging their creative thinking. They are also extended by using more complex rhythms during composition and through the instrument choice in composition and performance.

Implementation

Learning in Music follows a whole school overview that has split the Key Stage 1 curriculum into age appropriate skills for each year group. Planning is both discrete and cross-curricular. Children are taught the skills and then apply this to their topic learning. In Key Stage 1, Music is taught in block weeks each term. Block weeks are an effective way to teach in the classroom because it allows the children to become fully immersed in that subject for a sustained amount of time. It is also easier to plan a sequence of lessons and to adjust and adapt them in the moment for that week depending on how the children's knowledge and understanding develop through the week. Block weeks also allow all subjects to have an equal amount of teaching time through the year. The learning is also differentiated with further support and a challenge for those that are demonstrating a deeper understanding of the skill being taught. Planning in Early Years follows the new Early Years curriculum and links to the topic learning they are doing. Listening skills are the primary focus, with a variety of opportunities to sing and move to music. Music provision in Early Years is available during continuous provision activities and opportunities are planned in specifically. Across the Key Stage, the curriculum skills have been differentiated according to the new model curriculum and ensures all the skills are covered and revisited across the two years. Guidance is taken during termly network meetings to review what is being taught as well as for developments in the subject. Revisiting of previous learning is planned in each term in Key Stage 1.

Music provision is carefully monitored, through planning scrutiny, lesson observations and providing subsequent feedback, book looks (if appropriate), pupil voice interviews and learning walks. After any further training or developments in Music, these are shared with other staff during staff meetings. Support and guidance are also provided to staff with planning or resources as and when required.

Impact

The New Model Curriculum is embedded into Dovers Green.

There is confidence in what needs to be taught and when by using the termly breakdowns.

The progression of skills and knowledge is clear, enabling teachers to extend or support.

The glossary and case studies are used to develop subject knowledge and increase confidence to teach.

How well are children learning in your subject?

This is the 2nd year of the new curriculum, there is an increase in confidence in the delivery of the new skills and knowledge and this is having a positive impact on the children's learning. The development of musical skills in each term is clear and progressive with opportunities to revisit previous learning. Children are able to retain and build on prior learning, creating a solid foundation on which to build their musical journey.