



Statement of practice for Music

INTENT

Place of Music in the Curriculum

St Matthew's is a musical school.

At St Matthew's, Music is taught in line with the National Curriculum and is shaped to achieve the ambitions of the Model Music Curriculum. This subject permeates life across the school in the children's experiences and performances. We develop a love of a wide range of music in our children: listening to, responding to, learning about, creating, musicianship and performing. While learning about music, children will be reviewing work in Maths (e.g. fractions) and music supports other areas of the curriculum as a resource or inspiration.

We want every child at St Matthew's to embrace a love of music while they are here and take this with them so they can enjoy and appreciate different forms of music through life, perhaps even developing a career in the creative arts. We give every child the opportunity to learn a tuned and untuned instrument and this is further supported by music groups run in school and a range of lessons offered. At St Matthew's, music is not just for listening to – it is to be created and performed.

Planning

As children join our EYFS provision in Reception, their learning and experiences of music are provided through adult led continuous provision as a part of the Expressive Arts and Design curriculum. Children in our Reception class also have a weekly music lesson that begins them on the journey of listening to, enjoying and creating music.

In Key Stage 1 and 2, music learning follows what is laid out in the National Curriculum and the Model Music Curriculum. Each year group's work is broken down into six half terms and is taught mainly through Charanga. This enables the teacher to provide learning experiences (where appropriate) for the children linked to other subjects. This is adapted for children in Years 3, 4 and 5 to make space for wider opportunities music learning where children learn to play untuned instruments and then a brass instrument.

In addition to learning musical skills, each year group also has six pieces of music they will encounter and respond to several times. This means that over their life at St Matthew's they will develop a depth of understanding across a range of musical styles and build some cultural capital through this.

In Key Stage 2, wider opportunities teaching is contracted to highly skilled professionals from Bolton Music Service. We invest in these services because we want every child to have the opportunity to learn an instrument. Also in Key Stage 2, we have **musicianship** sessions which are planned over two blocks to cover elements of listening and responding, composing and notation, and singing and performing.

Digital resources, available through Charanga, are used to support children in creating, composing and performing their own music.

Further to the planned curriculum, we are always looking for musical experiences for our children e.g. performing at a packed Manchester Arena, joining other musical groups, having musicians visit us, exposing children regularly to quality recorded music, allowing the children to lead some of their learning and recognising and showcasing musical skills the children have that come from outside the school.

IMPLEMENTATION

Timetable/unit planning

The music curriculum is planned for each year group to ensure good coverage. The subject overview details the Charanga unit, or wider opportunities music teaching, for each half term. Medium term planning objectives can be found on the server [W:\CURRICULUM\CURRICULUM INFO and OVERVIEWS\3. Medium term planning objectives\Music]. Music lessons include listening, singing, composing, musicianship and all follow a very similar structure.

1. **Baseline Quiz** – *recapping on prior knowledge*
2. **Musicianship** – finding a steady beat, clapping and responding to rhythms, warming up and improvisation.
3. **Listening** – listen and respond to a piece of music, answer questions in relation to beat, pulse, dynamics and tempo, and learn about the origins of the song.
4. **Singing** – learn to sing the song. This can be broken down into smaller sections if this makes it easier to learn.
5. **Playing*** - learning to play part of the song on glockenspiels, developing an awareness of notation and rhythm.
6. **Improvising and Composing*** - using given notes and rhythms, allow the children to come up with their own 2,3 or 4 beat/bar motif.
7. **Performing** – singing the song again to an audience.

*Sessions either include step 5 or step 6.

In Year 3 and 4, all children are taught percussion skills through wider opportunities; in Year 4 and 5, all children are taught to play a brass instrument.

Musicianship sessions are also provided to children in KS2 and these sessions revisit and return to prior knowledge, as well as introducing new knowledge, with a particular focus on children's musicianship, listening, singing and performance skills.

Teaching and Learning

Learning is based within our year group overview, but where necessary, learning is adapted to suit different needs. Learning in lessons should be a mix of listening, creating, performing and responding.

Prior to starting a topic, key knowledge and vocabulary that the children will learn is presented in a knowledge organiser. Children in KS1 and KS2 should access the knowledge organiser at the start of every lesson to enable them to revisit the key knowledge and monitor their own progress.

Recording of children's work

By its nature, Music does not always lend itself to formal recording, but some elements of the children's learning may appear in Topic books. Teachers and children take photographs and videos of the children showcasing their skills and these are uploaded to Seesaw to provide a digital bank of evidence. Some pictures may also be shown in each classes 'Come and Look' folder.

Checking for understanding to support teaching and learning

At the end of a unit of work, the teacher makes an informed judgement about the work of each pupil if they are working towards or have met the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. Ongoing, formative assessments are made against the objectives stated on the medium term plan and are informed by observations, discussions with children and recordings of children's musical work.

Inclusion

Learning opportunities in Music are designed for the cognitive, physical, social and other diversities of all our children so all can enjoy and learn music.

Supporting teacher knowledge

CPD is provided for staff to ensure the correct subject knowledge is in the right places to deliver a quality curriculum.

Resources and Budgets

Resources are reviewed annually and replaced and purchased as are needed so that children have appropriate and good quality equipment and other resources to support their learning.

IMPACT**Assessment**

We assess children's learning at the end of each unit in Music. When using Charanga, teachers are encouraged to use the assessment tools in the final lesson of each unit to decide on whether children have met the expected standard or are working towards. This is recorded on INSIGHT (a web-based tracking system) which the subsequent teacher can access. During wider opportunities units, where sessions are taught by Bolton Music Service, Bolton Music Service are required to record assessments in partnership with the class teacher.