

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to Music

This guidance outlines the teaching, organisation and management of the Music curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Also see

- Subject progression map
- Subject Goals

Subject Intent Statement

The intention of the Music Curriculum at SMFR is to inspire children's love of music. Music is a powerful and unique form of communication that can change and impact the way children feel, think and act. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing and play musical instruments in tune. Through our scheme (Charanga Musical School), pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. In KS1, the children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds. They also listen and move to a wide range of music. In KS2, the children build on the skills acquired in KS1 so that, by the end of year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

Aims: The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

IMPLEMENTATION

Also see: Appendix 1 MUSIC Non Negotiables

Subject Planning & Teaching

Through careful stages of planning and 'Quality First Teaching' each teacher differentiates their class' curriculum to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies, that will allow all children to learn in ways that best suit them.

In each lesson, children are guided towards the learning objectives (WALTs) through the use of success criteria.(WILFs) The learning objectives and success criteria are shared at the beginning of the lesson and

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reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

The MUSIC curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate are informed by the KS2 National Curriculum.

SMFR Music Resources/Schemes

- Charanga

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

MUSIC Curriculum Link to EYFS Framework:

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the **Music** curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

At SMFR we use Target Tracker to support our assessment of Music

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment, peer assessment, group and individual performances.

Overall, children's progress in **Music** is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

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As part of the on-going review and development of our curriculum, the **Music** the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the Music Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for **Music** within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of **Music**.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 Music Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • WILFs linked to National Curriculum • WALT linked to National Curriculum • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) 	<ul style="list-style-type: none"> •
IMPLEMENTATION		
Challenge	<ul style="list-style-type: none"> • 3 way differentiation (including scaffolding) • Opportunities for challenge • Hooks • Three before me 	<ul style="list-style-type: none"> • Use of KWL grids • Use of targets • Focus on Gem Powers
Speech & Language	<ul style="list-style-type: none"> • Focus on vocabulary • Talk Partners • Focus on speech & language • Pupil talk > Teacher talk 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's self assessment • KS2 children's 'EXIT Messages' 	<ul style="list-style-type: none"> • Peer evaluation • Self assessment • .Flexible groupings. • Children's peer and self-assessments. • Interventions to plug gaps. • All pupils are introduced to a topic through using KWL grids in order to assess and monitor success criteria • Testing • Quizzing