



**Subject Leader 2022-2023: Intent, Implementation & Impact**

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| <b><u>Subject</u></b>        | <b><u>Music</u></b>          |
| <b><u>Date</u></b>           | <b><u>14/10/22</u></b>       |
| <b><u>Subject Leader</u></b> | <b><u>Rachel Pickles</u></b> |

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| <b><u>Intent</u></b><br><i>Curriculum coverage and planning</i> | <b><u>Implementation</u></b><br><i>Subject teaching and use of resources</i> | <b><u>Impact</u></b><br><i>Outcomes: progression towards end of Key Stage outcomes</i> |
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| <b>INTENT:</b>  |   |
| <b>What do you want your subject to look like at Stephen's?</b> | <p>Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.</p> <p>The aims of our Music curriculum are to develop pupils who:</p> <ul style="list-style-type: none"> <li>• Enjoy and have an appreciation for music.</li> <li>• Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.</li> <li>• Can sing and use their voices to create different effects.</li> <li>• Create and compose music, both on their own and with others.</li> <li>• Use a range of musical language.</li> <li>• Make judgements and express personal preferences about the quality and style of music.</li> <li>• Take part in performances with an awareness of audience.</li> </ul> |



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| <p><b>How does it relate to the National Curriculum?</b></p>                         | <p>Music teaching at St Stephen’s aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills.</p> <p>Class teachers deliver the requirements of the National Curriculum through use of Charanga Music School. Teachers follow the suggested scheme of work, although adaptations can be made using the ‘freestyle’ element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas.</p>  |
| <p><b>How does your subject show progression across the school?</b></p>              | <p>Our music Curriculum at St Stephen’s is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> <li>• Pupil discussions and interviewing the pupils about their learning (pupil voice).</li> <li>• Photo and video evidence of the pupils practical learning.</li> <li>• Use of the assessment tools provided within the Charanga scheme.</li> <li>• Dedicated music leader time</li> </ul> |
| <p><b>What experiences of excellence in your subject will children remember?</b></p> | <ul style="list-style-type: none"> <li>-Class singing performances and whole school celebrations/productions</li> <li>-Singing at school events</li> <li>-Wider opportunities to learn to play musical instruments in small groups and within whole classes</li> <li>-Performances within the community; school choir visiting care homes, Willow Wood Hospice for the garden of lights festival</li> <li>- The Big Sing/Sing up Day</li> <li>-I sing Pop project (links to Christian Values and school ethos)</li> <li>-Soul Children’s Choir Festival Manchester</li> </ul>   |



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| <p><b>How does my subject relate to the ethos of the school in terms of RE and Christian values?</b></p> | <p>Learning and performing songs which explore our Christian values and relate to our school ethos.<br/>         -I SING POP projects in church.<br/>         -Festival Manchester 2022 alongside the Soul Children Choir.<br/>         Music whether it be listening/appraising or singing is built into Collective worship and RE sessions.<br/>         We learn to sing songs from different cultures and often sing in different languages to embrace and celebrate our diversity.</p>  |
| <p><b>How is my subject an expression of our school population and community?</b></p>                    | <p>Music is a means for us all to come together as one at St Stephen's. It is a source of great enjoyment for all and also proves to be an effective means of promoting wellbeing for adults and children alike.<br/>         Musicians and composers/styles and genres to study are chosen carefully to reflect diversity.<br/>         Children have the opportunity to express themselves and their individual ideas through music<br/>         Music is shared with our school community via our social media platforms and school website. Also through live performances in school/church/the wider community.</p>   |
| <p><b>How is your subject made accessible for all learners? (SEND/EAL/GD)</b></p>                        | <p>Provision is made for children with Special Needs, which may be physical, cognitive, emotional, behavioural and assessment will be made on the difficulties experienced by the children. The use of music is used to build self-esteem and allows children to experience success and develop a positive attitude towards learning.<br/>         During Music lessons; Class teachers;</p> <ul style="list-style-type: none"> <li>• Differentiate tasks where necessary</li> <li>• Challenge in lessons for children with specific talents/those who we notice have a particular flair with musical concepts</li> <li>• Provide extra adult support to ensure that all children can access and achieve in this subject.</li> </ul> |
| <p><b><u>IMPLEMENTATION</u></b></p>  |  |



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| <p><b>How are teaching staff given expert knowledge of your subject to understand key concepts?</b></p>                                | <p>CPD delivered to staff to support with the use of the Charanga scheme.<br/>Local cluster groups for sharing good practice.<br/>National curriculum coverage ensured by skills progression document.<br/>Following Music groups online for teaching ideas and training opportunities.<br/>CPD delivered by subject lead to 'refresh' subject.</p> <ul style="list-style-type: none"><li>• The Music programme of study provided by the National Curriculum has been broken down to ensure both progression and coverage in Key Stage 1 and Key Stage 2.</li><li>• All teaching staff have a log in to Charanga for support with planning and resources for music resources.</li><li>• Teaching staff have taken part in a CPD session with the music lead. This has allowed staff to have an open discussion about the Music curriculum, expectations and Progression of skills.</li></ul>  |
| <p><b>How is subject content designed and delivered in class to enable children to transfer key knowledge to long-term memory?</b></p> | <p>-Long term plans.<br/>-Skills progression document.<br/>-CPD to share good practice and teaching ideas.<br/>-Curriculum enrichment days/school celebrations/special occasions.</p> <p><b>What does the teaching of Music look like?</b></p> <p>Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.</p> <p>The musical skills learned in Early years are then built on and enhanced within KS1 then furthermore in KS2. This is clearly indicated in our Music Progression of Skills document.</p> <p>Children in Year 4 also benefit from whole class specialist teaching, delivered by Front Row Music These lessons allow children the opportunity to learn to play an instrument as part of an ensemble and to develop a love of music learning. Throughout the sessions the interrelated</p> |



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|   | <p>elements of music are developed. They also use elements of Charanga in their sessions. Performance is at the heart of musical teaching and learning at our school and pupils participate in a range of performances during their school 'career'. These include Christmas Carols (EYFS) nativities (KS1), Easter performances (KS2) and a Leavers performance (Year 6). Pupils also take part in Harvest assemblies and singing assemblies. Parents are invited either in person/online and are welcomed to watch all of these performances whether at school or outside of school.</p> <p>Pupils have the opportunity to join the school choir and to participate in the annual Young Voices concert and perform both during school events and external events. The school choir is open to KS1 and KS2 children and runs on a weekly basis all year round</p> <p>Pupils in the school choir meet after school and focus on singing in unison, developing harmony, solo performances and having fun! The school choir also have the opportunity to perform in school performances, carol concerts and have sung at a range of events both in school and at other venues.</p> |
| <b>How do teachers check understanding during learning and give clear feedback?</b> | <p>Informal assessment is conducted as per the school's feedback policy. Teachers give feedback on children's learning during the lesson. The nature of music lessons means there is no marking to be done as such but class teachers are continually assessing throughout the lesson and checking understanding. At St. Stephen's we encourage children to self-assess or peer-assess learning outcomes. Misconceptions can then be addressed during music lessons. St. Stephen's are currently in the process of determining a suitable Summative Assessment model for Music.</p>  |
| <b>How is key vocabulary taught and understood in your subject?</b>                 | <p>Our Music Curriculum demonstrates progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology. Each unit of work has an on-going musical learning focus and lessons usually follow a specific learning sequence:</p> <ul style="list-style-type: none"><li>• Listen and Appraise</li><li>• Musical Activities (including pulse and rhythm)</li><li>• Singing and Voice</li></ul>  |



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|   | <ul style="list-style-type: none"> <li>• Playing instruments</li> <li>• Improvisation / Composition</li> <li>• Perform and Share</li> </ul> <p>Our progression model also follows the same learning sequence to ensure all interrelated elements of music are covered and implemented and that musical vocabulary is progressive year on year.</p>  |
| <b><u>IMPACT</u></b>  |   |
| <p><b>What monitoring exercises do you as a subject leader complete regularly to quality assess the subject?</b></p>      | <p>Pupil voice is used to assess the enjoyment of music and to gauge the retention of key concepts.<br/>         Observations of lessons/parts of lessons to see the musical elements being explored.<br/>         Discussions with pupils to determine their understanding of previous concepts taught and awareness of their own progression, areas of strength and weakness<br/>         Whole school music events sharing good practice; children performing to each other songs/poems/instrumental achievements</p>  |
| <p><b>How do you identify which children are working at the expected standard and those who need further support?</b></p> | <p>St Stephens are currently determining a suitable model for recording music attainment. Teachers who know their pupils well can pre-empt which children may need extra support within music lessons. Children share their work by recording performances – teachers can informally assess attainment this way. Final unit outcomes can be seen in video evidence/live performances of;</p> <ul style="list-style-type: none"> <li>• warm up games</li> <li>• final performances of whole songs learned, composition materials</li> <li>• Group composition activities ether vocal/instrumental</li> </ul> |
| <p><b>What are the strengths you found in your subject after your investigations?</b></p>                                 | <p>Pupil voice was extremely useful enabling the music subject lead to find out what pupils particularly enjoy/benefit from in their music lessons.<br/>         Pupils enjoy the bronze, silver and gold challenges in the warm up section of lessons.<br/>         KS2 pupils enjoy the range of songs they learn and enjoy coming together and performing to an audience.</p>  |



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|   | <p>Pupils enjoy learning to sing different parts, 2 part harmonies and rounds. Many of the children in choir said they found this difficult at first but with practise they're improving.</p> <p>Both KS1 AND KS2 pupils enjoy instrumental work; using the glockenspiels and percussion instruments. Many pupils said they enjoy making their own music in a particular style and using the composition grids to explore and develop their own rhythmic and melodic pieces.</p> <p>Children in Y4 enjoying their class ukulele lessons. Many children enjoyed their small group guitar/ukulele lessons prior to covid and would like to learn to play keyboard/woodwind</p>   |
| <b>What are the next steps for your subject across the school generally that you have identified?</b> | <p>See Music Action plan 2022-2023 for more detail but prioritised next steps are listed below;</p> <ul style="list-style-type: none"><li>-The school is in need of new instruments; glocks, recorders, tuned/untuned percussion</li><li>-Music termly share concerts in church/hall celebrating our enjoyment for Music.</li><li>-Investigate effective assessment means/strategies to measure progress in the subject</li><li>-Promote and expand instrumental opp's within school.</li><li>-Investigate instrumental performance opportunities; come and play with the Halle,</li><li>-To ensure music is taught weekly in all classes and weaves through all curriculum areas.</li><li>-establish and deliver group recorder lessons for KS1 and KS2</li></ul> |