MUSIC

INTENT

At Leverhulme Primary School we understand that music can inspire and motivate children, and play an important role in their personal development whatever their ability or background. We ensure that all children have access to high quality music tuition and recognise the importance of this subject not only as a vehicle of self-expression and enjoyment, but also as a link to many other areas of the curriculum. We know that music can help children develop a greater appreciation of the world we live in and celebrate the many different cultures and societies in our school through music.

Leverhulme is a member of Music Mark as recognition of our dedication to providing high quality music education to young people in our setting.

IMPLEMENTATION

Leverhulme delivers a broad and balanced music curriculum, in line with national requirements and supported by Bolton Music Service, which enables pupils to:

* Perform, listen to, review and evaluate music across a range of historical periods, genres styles and traditions, including the works of great composers and musicians.

* Learn to sing and use their voices.

* Create and compose music on their own and alongside their peers.

* Have the opportunities to learn a musical instrument, use technology properly and to progress to the next level of musical excellence.

* Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

To extend pupil development we also focus on three musicians each year to promote a love of music and an understanding of music history, including the period in which each musician lived and performed their music. Musicians have been chosen with careful consideration given to cultural diversity, ethnicity and gender which we feel is important for our culturally diverse school and ensures musical learning is inclusive and relevant.

PLANNING

Our Music curriculum is planned and delivered in partnership with Bolton Music Service (BMS). High-quality, weekly music sessions are delivered throughout school supported by a music specialist.

Our BMS Specialist is employed by the school for 2 days a week. Planning is created by the specialist and is based on procedural, declarative and tacit knowledge. We employ a spiral curriculum with small, incremental steps in learning. Music is inclusive for all learners.

Music is taught consistently for every year group, every week across the year and is within every timetable including a bi-weekly 'Big Sing' session.

Pupils are taught by class teachers bi-weekly so aspects of learning can be revisited throughout the week. Planning for this is written by the music specialist and class teachers are supported with coaching throughout each unit. A full overview of the curriculum at Leverhulme can be accessed on our website.

Key knowledge organisers (KKOs) are provided for all year groups and outline the key skills for that year.

In Early Years, music is delivered through holistic practice as an integral part of early development and musical development matters. Music is planned for across the four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, Exploring & Playing. Invitations to engage with sound are planned for every day and singing is integrated throughout the day. Each week there is a focused taught music session and a new song is learned and sent home.

Whole School Overview

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Percussion		Voice Sounds		Tuned Instruments	
Year 2	Play tuned and untuned instruments musically.		Listen with concentration	Using voices expressively and creatively – African music		Experiment with sounds
Year 3	'Acting as a Musician' Exploring & Composing		'Thinking as a Musician' Transcribing & Describing		'Acting as a Musician' Singing, Playing & Performing	
Year 4	'Acting as a Musician' Exploring & Composing		'Thinking as a Musician' Transcribing & Describing		'Acting as a Musician' Singing, Playing & Performing	
Year 5	Acting as a musician –Exploring & composing / Singing, playing & performing Thinking as a musician - Describing / Transcribing					
Year 6	Exploring different types of music	Beat and Rhythm	Creating Ostinatos	Singing and Pitch	Performing and Performance	Evaluating and Improving

LESSON STRUCTURE

Each lesson draws upon the BMS progression of skills. Children warm up and recap previously learned skills before building upon them. Each lesson incorporates singing, listening, composing and musicianship and performing. Children are given the opportunity to apply musical skills independently before appraising key musicians linked to the term's objectives as outlined in the planning documents.

MUSICIANS AND EXTRA CURRICULAR

The national curriculum for England recommends that children are given opportunities to listen with concentration and understanding to a range of high-quality live and recorded music.

Throughout music lessons children are able to listen to and appraise music from various composers throughout varying time periods as set out by BMS. As well as this, each class has a termly musician to study and listen to. These musicians have been selected with guidance from the Model Music Curriculum to promote a love of music and an understanding of music history, including the period in which each musician lived and performed their music. Musicians have been chosen with careful consideration given to cultural diversity, ethnicity and gender.

Live music is heard during big sing assemblies and also in class assemblies. All key stages also experience winter performances and an end of Year performance from year 6.

Additionally, children have to opportunity to experience live theatre performances such as pantomime groups and drumming sessions, funded by 'Friends of Leverhulme'.

Music specialists are invited in to perform violin and guitar with the children to promote extra-curricular lessons. Our school choir also performs regularly at school events.

LEARNING ENVIRONMENT

Classrooms should have music vocabulary displayed along with their year group's KKO. Classroom displays could also include photos, comments made by children evaluating their own work and any reflections made on listening to their class musicians.

RESOURCES

We have a wide range of resources to support the teaching of Music across the school. We also have a broad range of instruments, as well as class sets to enable every child to play. An audit is carried out at the end of each academic year to ensure staff have everything they need to teach music. If teachers find themselves in need of any resources or equipment, they should speak to the Music subject lead.

Music technology is taught as part of units of work in Y5 & Y6. IPads are used and children develop garage band skills across both units. IPads are also used as an instrument as appropriate to support inclusion and access for pupils.

ASSESSMENT & TRACKING

Assessment is an important tool used in all subjects across the curriculum. Like reading, writing and maths, pre and post assessments are used to find gaps before children start a unit of work and to look at how much they know at the end of the unit. From this, any gaps are identified and these would be plugged through starter activities, during teaching, in additional sessions or when a subject is closely linked somewhere else in the curriculum.

Foundation subjects are assessed through post-assessments throughout the year (see details of how this is specifically done in Music below) and a final teacher assessment/judgement at the end of Summer 2, where the subject is assessed as a whole using information collated throughout the year to make an overall judgement. This is done for every non-core assessment. Children are recorded as 'JA' or 'At' for their year group.

- **JA** – demonstrating that they have been taught the curriculum and have demonstrated some of the features of this year group's expectations, including some, skills, knowledge and vocabulary.
- **At** - demonstrating most (or indeed all) of the features of this year group's expectations for the subject, including, skills, knowledge and vocabulary.

The assessment for non-core is recorded on Sonar, following the steps below.

- Log into Sonar
- Select ‘assessments’
- Select ‘primary summative’
- Select Year Group and Class
- Change ‘core subjects’ to ‘foundation subjects’
- Select subject and choose JA (Just At) Or At (Securely At)

Furthermore, an analysis form is completed for non-core subjects (see Teaching and Learning Handbook). Staff complete the % of children working at ‘**JA**’ and at ‘**At**’, as well as, notes on strengths and next steps. This information can be related to individuals, groups of pupils or whole class themes. The analysis form is passed up to the next teacher to inform future planning and to build on prior knowledge.

Specifically to Music, Music is assessed at least three times across the year with ‘learning snapshots’ also being recorded frequently during music sessions. Progression of skills are documented via video evidence referencing the ‘BMS Assessment in Primary Music’ document and the school progression documents. Key vocabulary is provided both on our progression documents and our KKOs (Key Knowledge Organisers). At the end of the year, the ‘learning snapshots’ partnered with the ‘BMS assessment in Primary Music’ document are used to make an overall assessment of a child in Music.

IMPACT

Our Music Curriculum is high quality, well thought out and is planned by BMS to demonstrate progression of skills in key elements of Music over the course of children’s primary school journey.

The Music Leader regularly monitors lesson planning, teaching, ‘Learning Snapshots’ and children’s performances so as to provide Senior Leaders and governors with an evidenced based report on the impact of Music provision across the school.

Our aim is that children will benefit from a high quality music education which will engage and inspire them to develop a love of music and nurture their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As children progress, they will develop a critical engagement with music, allowing them to listen to and enjoy a wide and rich range of music. Children will enjoy music at Leverhulme.