



Subject Report 2022-2023

Subject	Music	Report prepared by	Rebecca Perren
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Overview of the year:

The three key messages from this year are:

- The introduction and implementation of a consistent whole school approach to teaching music
- A review of the whole school music curriculum, supported by the purchase of the Kapow subscription
- An audit of music resources and the purchasing of key instruments and resources to enable the effective delivery of the instrumental element of the music curriculum, particularly in KS2

Curriculum: Intent, implementation, Impact

Intent

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 to the best in the musical canon. *(The National Curriculum)* Music teaching at The Cambridge Primary School 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. At The Cambridge, we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

‘One of the most beautiful things we can give our child is music education’ – Gloria Estefan

At The Cambridge Primary School, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

In Music, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Listen with an enquiring mind. • Appraise and understand recorded and live music, different genres and cultures, great composers and musicians from a range of time periods. • Play and perform in solos and ensembles with confidence. • With creativity and flare, experiment, plan, improvise and compose music. • Develop an understanding for different forms of musical notation. • Develop an understanding of the music from different cultures and across a range of time periods. 	<p>A Cambridge pupil learner is able to show bravery when learning new instruments and when sharing their ideas and opinions about different genres and pieces of music from different time periods. Children are brave when asking questions about music to extend their knowledge of composers and musicians further. Children will be innovative when applying their knowledge of music when composing new pieces and take ownership of what they have produced. Children will have opportunities to collaborate alongside their peers in small groups or larger ensembles to celebrate music and take part in performances.</p>

Implementation

Through subject monitoring and talking to colleagues the vision is to create high quality lessons for all. Therefore, we have decided to invest in a well-established and progressive music scheme “Kapow”. Kapow offers a broad and knowledge rich music curriculum for our school. Supporting children in making inspiring cross-curricular links and offers them opportunities to embed the skills they are learning in varied ways. Investing in the scheme allows for teachers, who lack confidence in the subject knowledge, to have well-structured and clear lesson plans to follow. Alongside this, there is teacher videos to watch prior to all lessons, introducing new skills and guiding their practice, thus facilitating teacher to deliver high quality lessons. Through implementing the Kapow music scheme we hope that it provides teachers with the following:

- Supports non-specialists with video content. Plots objectives across the key stage so coverage is clear and progressive. Topic have been linked, where possible, to curriculum topics, such as History or Geography

- Covers key skills and knowledge of the music curriculum. Lesson plans are very useful especially for non-specialist music teachers.
- A collection of music resources and CPD webinars complimenting the teaching, covered throughout the curriculum, within each year group

Implementing this Scheme of work allows for 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. Music lessons are broken down into half-termly units (6 lessons) and are linked with the overarching topic such as; Year four cover South America in Spring term and music planning is in line with their topic covering Samba and Carnival sounds. This is a brilliant opportunity for children to make cross curricular links and have a wider and more enriched experience throughout their learning. Music lessons at the Cambridge aim to be engaging and practical, allowing children to not only experience the history and culture of music across the world but to be inspired to create and compose their own music, with a wide range of both tuned and un-tuned percussion instruments. The scheme of works has practical and manageable adaptations within all lesson plans to support the wide range of learning abilities within the classroom. The aim of investing in the scheme was to reduce the workload of the teachers and encourage positivity and confidence within the subject domain, specifically regarding assessment. Teachers should be incorporating assessment for learning strategies within their lessons and looking at lesson prior to teaching to ensure that they have watched the Teacher guidance videos and making professional judgements on their classes ability to access the learning to their full potential. There is a whole school assessment tracker available through Kapow, which will be implemented this Spring 2. This is to ensure that the Subject leader can monitor this subject effectively and to ensure that lessons are being delivered consistently. The subject leader uses this data to assess the impact of the scheme throughout the school and what areas need further focus. From Spring two, Class teachers should begin to record the progression of music through documenting the children's experiences within music lessons. The Children will receive knowledge organisers per unit, which are easily accessible and can help children make connections as they progress through their learning journey. This is in hope of children developing pride in their development of musical knowledge and to make connections as the progress across the units.

Each year group will teach two units a year of instrumental lessons, linked as closely to their topics as possible. This is instrumental scheme of work has step by step guidance on how this is can be taught through interactive videos. This element of teaching music has been highlighted as an area where teachers feel least confident in delivering, thus this structure should have a positive impact on the progression of music within the Cambridge school. The school will be investing in a wide range of musical instrument, which is listed on the essential music list, to ensure the subject is providing an in-depth experiences and accommodates the growth of the school. Alongside the instrumental scheme being incorporated into the curriculum the children have the opportunity to participate in paid drumming and piano lessons delivered by external agencies.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Who helps you? Set up continuous provision in your classroom. See our Teacher guidance	What happens when I fall asleep? Unit: Celebration Music	What is in the Ocean? Unit: Exploring sound	Can you tell me a story? Unit: Musical Stories	What can we find in Africa? Unit: Music and Movement	Do cows drink milk? Unit: Big Band
Y1	Bright lights, Big City Unit: Vocal and body sounds: (Theme: By the sea)	Memory Box Unit: Pulse and rhythm (Theme: All about me)	Moon Zoom Unit: Musical vocabulary (Theme: Under the sea)	Superheroes Unit: Pitch and tempo (Theme: Superheroes)	Claws, Paws and Whiskers Unit: Classical music, dynamics and tempo (Theme: Animals)	Enchanted Wood Unit: Timbre and rhythmic patterns (Theme: Fairy tales)
Y2	Castles Unit: Orchestral instruments (Theme: Traditional stories)	Street Detectives Unit: Musical me	Fire! Fire! Unit: Dynamics, timbre, tempo and motifs	Land Ahoy! Unit: On this island: British songs and sounds	Up Up and Away Unit: Myths and legends	Movers and Shakers Unit: West African call and response song (Theme: Animals)
Y3	Through the Ages & Tribal Tales Unit: Ballads	Rocks, Relics and Rumbles (Tremors) Unit Instrumental: South Africa (Boomwhackers) & Steel Pans Workshop	Rioting Romans SP1: Unit: Adapting and transposing motifs (Theme: Romans) SP2: Pentatonic melodies and composition (Theme: Chinese New Year) (5 lessons)		Flow (Rivers) Unit: Changes in pitch, tempo and dynamics	Scrumdiddlyumptious Unit: Instrumental Scheme - Jazz
Y4	Ancient Greeks Unit: Ancient Greece	Misty Mountain Unit: Creating compositions in response to an animation	South America- Rio (Brazil) Sp1: Unit: South America and instruments. SP2: Unit 3: South America (Recorders)		Anglo Saxons and the Scots Unit: Rock and Roll	Vikings Now Press Play- The Vikings Unit: Developing singing technique

NB: Year 5 Instrumental (Xylophones/Glockenspiels), Year 6 Instrumental (Ukuleles)

Rationale for curriculum organisation:

Music is taught weekly at the Cambridge and range from 30 to 45 minutes long. Lessons are planned to match, where possible, the topics. For example, Year four, composed and learnt all about music during the Romans times, specifically using the story

of the Trojan horse, performing their class song to their parents and whole school in assembly. The instrumental scheme, which is threaded through the curriculum, provides children with frequent opportunities to perform each year. Within the EYFS curriculum, music is embedded into the continuous provision planning, with children being able to utilise their learnt skills in subtle but meaningful learning throughout their day. The Kapow music scheme, carefully maps out the progression of skills through EYFS, KS1 and KS2. Children are able to develop on their previously learnt skills as they progress through the units and embed key musical vocabulary as they progress into higher education. The curriculum aims to structure the children's knowledge progression into three main domains:

- ✓ knowledge 'how' (skills/procedural)
- ✓ knowledge 'about' (facts/declarative) and
- ✓ knowledge of (links to, but broader than, experiential/tacit)

Each unit of work has an on-going musical learning focus and lessons follow a specific learning sequence which is covered from EYFS through to KS2:

- ✓ Performing
- ✓ Listening
- ✓ Composing
- ✓ The history of music
- ✓ Inter-related dimensions of music: pulse, pitch duration, dynamics, tempo, timbre, texture, structure and musical notation.

What have you done to ensure that every skill is covered?

The Subject leader will continue to monitor summative assessment documents and engage in conversations with teachers regarding the progression of teaching and their confidence within delivering high quality lessons. The subject lead will engage in termly lesson drop ins and assess the implementation of the scheme. Whilst there is freedom for teachers to make adaptations to learning, they should ensure that they are following the units mapped out by Subject lead to ensure all skills are being covered throughout the academic year and are as closely linked to the topics being taught for the purpose of cross-curricular links. The subject lead will have access to a bank of resources and webinars to further facilitate the CPD of teachers and ensure high quality music lessons are taught. Whilst assessment and colleague reflection are pivotal in assessing the progression of music coverage, the subject lead will invest time in Child voice and their satisfaction within their learning journey.

Impact

The impact of a high-quality musical education greatly supports a child's accessibility to other subjects. Maths, history, religious education and the arts all share strong links with music. When music is taught correctly, a broader understanding of these subjects can be unlocked. The structure of the curriculum is based on a thoughtfully organised scheme of work which will facilitate children to transition in higher education with confidence and a broad exposure to the world of arts and a richer learning experience. Children will also develop their fine and gross motor skills during practically explorative lessons alongside their ability to concentrate. Music is a wonderful tool to see social skills and confidence blossom over time, as music requires a great deal of collaboration and grouped performances that help a child to find their voice among their peers.

<p>What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?</p>	<p>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</p>
<p>Within the new scheme, a formal assessment is incorporated at the end of every unit. This can be seen through the use of engaging quizzes and worksheet assessing the children's knowledge. Kapow allows teachers to then fill in the gaps before beginning the next unit of work. Before starting a unit of work, there are questions available for the teachers to ask the children to assess their prior knowledge and therefore adapt their teaching to meet the needs of the children in the class. The use of questioning is promoted throughout the lessons and suggestion on how to support the children as they progress throughout the units. Kapow has generated an entire school assessment document to input the data. This will allow subject leader to assess the progress of the subject and talk to teachers about how they can support them where there are gaps.</p>	<p>Researching the appropriate scheme to invest in has been the priority of the subject leader. Evaluating the impact of other schools' experience with the programme. The subject leader has also contacted Music leads within the trust to gain knowledge on how to implement and carry out music programmes effectively within the school and essential instruments to help develop the culture of music within the school. Kapow offers free CPD training for teachers who are delivering the lessons and subject leader specific videos and webinars to support the transition of implementing the programme.</p>

<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
<p>The focus has been on developing MTPs for EYFS and Y4, the overall progress has been encouraging, with children showing passion and energy for their development of musical skills. This led to the implementation of the Kapow music scheme, to ensure that teacher workload was reduced and that the overall commitment to teaching high quality music was consistent across the whole school. This Scheme will be implemented from Spring 2 and will be monitored for its successes and develop areas that are noted as weaker.</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. Are children being exposed to a broad and enriching music experience at the Cambridge? 2. Are their opportunities for children to demonstrate their learnt musical skills and talents throughout the school environment? 3. Are all children of all abilities able to access the curriculum and feel equally challenged? 	<p><u>Fundamental British Values</u> Through the new scheme the children will be exposed to a wide range of music from different cultures and the historical meaning behind these compositions. Throughout the music lessons we are encouraging children as practitioners to be tolerant of different views and embrace the traditions behind different cultures and the meaning of music in different context. For example Year for do an instrumental scheme all about South Africa and will learn the Gumboots dance. The gumboot dance is thought to represent hope of better prospects, and symbolizes the oppressive and despicable treatment of those who were enslaved in the gold mines of Johannesburg. This again is a cross curricular opportunity for children to explore the power of music in history.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u> To be brave and partake in music lesson, developing confidence in their music knowledge and skills when performing. To be innovative when composing their own music, applying the skills that they have learnt throughout their music experience at the Cambridge. To collaborate with their peers when engaging in music lessons and tasks they are required to perform. Showing respect and tolerance for others musical aspirations. We want the children to take ownership of their learning journey within music and be able to use their learnt skills and apply it when composing music or learning about music in different contexts.</p> <p><u>Opportunities for Personal Development</u> The children have many opportunities for personal development through the music curriculum and extra-curricular activities. These include; choir clubs, singing assembly, Rock steady, Totally Rad, Piano and Drum lessons, boogie pumps and nativity performances.</p>
<p>What have we done in 2022?</p>	
<p>Implementation</p>	<p>Impact</p>
<p>Purchased keyboard for private music lessons provided by school</p>	<p>More high quality music lessons are able to take place and for children to explore the equipment within their lessons guided by an expert musician.</p>
<p>Peripatetic Music Teachers (Rock Steady Music, Totally Rad, Drum and Piano Lessons)</p>	<p>These are outside organisation that allows children the opportunity to develop their skills further and fulfil their musical aspirations. Parents pay for these, however, in our initial agreement we have secured free places for Pupil Premium children.</p>
<p>Kapow Music Scheme</p>	<p>With this scheme being recently purchase, it has allowed for the restructure of music to become clearer and ensures progression across the teaching of music. It offers CPD for teachers to develop their subject knowledge and become experts in delivering high quality music lessons. It will reduce the workload of teachers, in both elements of planning and assessment, and shows a detailed map of progression for learning. The scheme should have a positive impact on the children's engagement within lessons and an appreciation for the subject and fantastic cross-curricular links.</p>
<p>20 x Glockenspiel - Tuned percussion instrument- enough for one between two children</p> <p>Class set of un-tuned percussion instruments.</p>	<p>In order for the children to access the full potential of the music scheme, the school needs to invest in the essential musical instrument list and purchase a range of high quality and lasting instruments. As the school is growing there needs to be a wider range of instruments to access.</p>

What is the action plan for 2023?	
Implementation	Impact
Class set of Ukuleles to support Key Stage 2 Music Curriculum (each year group to learn a musical instrument)	In order for the children to access the full potential of the music scheme, the school needs to invest in the essential musical instrument list and purchase a range of high quality and lasting instruments. As the school is growing there needs to be a wider range of instruments to access.
Kapow Music Scheme (large school)	With this scheme being recently purchase, it has allowed for the restructure of music to become clearer and ensures progression across the teaching of music. It offers CPD for teachers to develop their subject knowledge and become experts in delivering high quality music lessons. It will reduce the workload of teachers, in both elements of planning and assessment, and shows a detailed map of progression for learning. The scheme should have a positive impact on the children's engagement within lessons and an appreciation for the subject and fantastic cross-curricular links.
Additional music instruments e.g. floor drums, wooden xylophones, examples of wind instruments (recorders) etc.	This will enrich the curriculum and give the children opportunity to experiment and explore musical instruments around from around the world.