



Subject Report 2023-2024

Subject	Music	Report prepared by	Rebekah 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

The National Curriculum states that music is a universal language and a form of creativity. As students' progress, they should develop a critical understanding of music and be able to compose and listen to the best music. At The Cambridge Primary School, we follow the National Curriculum and aim to provide a broad and differentiated music curriculum. We believe that music helps children feel part of a community, so we offer opportunities for all students to create, play, perform, and enjoy music. Through assemblies and performances, students showcase their talent and understanding of performing with consideration for others. Our lessons allow students to develop their skills, appreciate different genres of music, and evaluate various musical styles.

Gloria Estefan once said, "One of the most beautiful things we can give our child is music education." At The Cambridge Primary School, our music curriculum aims to inspire creativity, self-expression, and connect students with others. We hope to cultivate a lifelong love of music by exposing students to diverse musical experiences and fuelling a passion for music. By listening to different musical styles, finding their voices as singers and performers, and composing their own music, students will become confident and 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 flair, 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.	A Cambridge pupil learner can 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.

Implementation

Through subject monitoring and talking to colleagues the vision is to create high quality lessons for all. Last year we invested in the music scheme Kapow, to enable all teachers and HLTa's to be confident and passionate about teaching music. Through observation and colleague conferencing, the implementation of Kapow has seen to be a fantastic success. Teachers are consistently teaching music and are confident in delivering high quality lessons.

- Supports non-specialists with video content. Plots objectives across the key stage so coverage is clear and progressive. Focus has now shifted towards upper KS2 and ensuring topics 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 has begun to be implemented. 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 can 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? Unit: Exploring sound	What happens when I fall asleep? Unit: Celebration Music	What is in the Ocean? Unit: Transport	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 Rock and Roll	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	
Y5	Egypt Unit: Composition notation (Theme ancient Egypt)	Space Unit: Blues (glockenspiels)	Tudors Unit: Musical Theatre (Supporting mid-summer night dream) Unit: South and West Africa (Instrumental)	Settlements Unit: Looping and remixing	North America Unit 6 instrumental scheme: North America (Instrumental lessons)	

Year 6: 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 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 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 follows 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

In addition, studying music can enhance a child's cognitive abilities, including problem-solving, critical thinking, and creative expression. Playing an instrument or singing in a choir requires students to read and interpret sheet music, understand rhythms and musical structures, and make decisions about phrasing and dynamics. These skills transfer to other areas of study, such as math, where students must understand patterns and sequences, or history, where they must analyse and interpret information. Furthermore, music education can foster an appreciation for cultural diversity and promote empathy and understanding. Learning about different styles of music from around the world exposes students to different cultures and perspectives. This can help them develop a more open-minded and inclusive worldview, as they learn to appreciate and respect the diversity of human expression. Music also has a positive impact on mental health and emotional well-being. Research has shown that listening to or playing music can reduce stress, alleviate anxiety and depression, and improve mood and self-esteem. Music can provide an outlet for self-expression and creativity, allowing children to express their thoughts and emotions in a safe and non-judgmental way. Overall, a high-quality musical education not only enhances a child's understanding of other subjects, but also promotes cognitive development, cultural awareness, and emotional well-being. It cultivates important life skills such as teamwork, discipline, and perseverance, while nurturing creativity and self-expression. By providing children with a comprehensive musical education, we ensure that they have access to a well-rounded and holistic learning experience.

**What does marking and assessment look like in your subject?
How do you know this has been effective for children's progress?**

Within the new scheme, a formal assessment is incorporated at the end of every unit. This can be seen using 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 therefor 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

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

Kapow offers interactive CPD opportunities with pre-lesson videos and toolkits for delivering high quality lessons. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Kapow has been created with the understanding that many teachers are not confident in delivering the music curriculum and every effort has been made to ensure that they feel supported deliver lessons if high standard to ensure pupil progress. Kapow offer weekly webinars to ensure that teachers and subject lead is up to date with relevant information and changes to curriculum. Alongside these webinars, there are popular blog posts offering support for teachers and subject leaders in

where there are gaps. Kapow has launched a new pupil voice conferencing sheet, for children to monitor and assess their own learning journey.

EYFS:

Music Pupil Voice (EYFS)

Name: _____ Class: _____

1. What are you listening to music?

2. Do you like dancing or moving to music?

3. Do you like making music?

4. Do you like to sing?

KS1:

Music Pupil Voice (KS1)

Name: _____ Class: _____

1. What instruments have you used in school this year?

2. What styles/kinds of Music have you heard about this year?

3. How often do you have Music lessons?

4. How much do you enjoy Music lessons?

5. How do you feel about Music lessons?

6. How do you feel about Music lessons?

KS2:

Music Pupil Voice (KS2)

Name: _____ Class: _____

1. What styles/kinds of Music have you heard about this year?

2. How often do you have Music lessons?

3. How much do you enjoy Music lessons?

4. How do you feel about Music lessons?

5. How do you feel about Music lessons?

implementing Kapow's new KS2 instrumental scheme and how to map the key skills across the year and cover any missing gaps. The subject lead has joined the Kapow Facebook community group which is a platform to share and engage with other schools on their successes and ideas throughout using the Kapow scheme. Now we are beginning to establish our scheme, we are hosting another school within the trust to display our implementation and transition using Kapow.

What Performance Information is monitored?

What are the 3 questions you are considering for future developments?

The focus has been on developing MTPs for Y5 and Y6, the overall progress has been encouraging, with children showing passion and energy for their development of musical skills. Teacher are appearing more confident and enthusiastic towards teaching music and have expressed the children's love for their learning. These skills being developed are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Key questions:

1. Are all teachers and HLTA's accessing the support videos prior to teaching a lesson, ensuring that high quality lessons are being taught?
2. Are their opportunities for children to demonstrate their learnt musical skills and talents throughout the school environment?
3. Is Upper KS2 accessing the full curriculum and covering all key skills?

How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?

Fundamental British Values

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 four do an instrumental scheme all about South Africa and will learn the Gumboot 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.

The Cambridge Learning Characteristics (BICO)

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.

Opportunities for Personal Development

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.

What have we done in 2023?

Implementation

Kapow Music Scheme (large school)

Impact

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.

Peripatetic Music Teachers (Rock Steady Music, Totally Rad, Drum and Piano Lessons)	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. We have also introduced morning music lessons, to allow for more children to access music lessons. We have now offered morning music sessions to children as there was a waiting list for Totally rad.
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.
Sing up Subscription	Every Wednesday the children gather to learn new songs as a whole school and preform them with confidence and pride. We will now be broadcasting their success to parents through videoing their performances termly.
Year 5 musical	Year 5 will be showcasing their journey through music in show casing a performance of Mid Summer's night dream. They will be creating musical pieces and choreographing dances to accompany their songs.
What is the action plan for 2025?	
Implementation	Impact
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.
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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.
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