

What does music look like at Great Doddington Primary School?

Intent

At Great Doddington Primary School, our intent is to provide a high quality and engaging music curriculum that is accessible to all students. By the end of their time at our school, we want our students to be able to read, play, understand and appreciate a wide range of music. This will be facilitated through our students having as much exposure as possible to as many different instruments and music as possible.

We want to ensure that all the key skills and knowledge, as stipulated in the National Curriculum, are covered in a logical sequence. This will ensure consistency across the school. We want staff to become better music teachers and increase their subject knowledge. To inform our Statement of Aims, as a base line, we will audit what music looks like in our school including, but not limited to, its connection to the school's values and its links to the community. This will also take into account pupil and staff voice.

Implementation

To get a clear idea of our starting point, we will use staff and pupil voice questionnaires and carry out lesson observations along with learning walks. To ensure that all requirements of the National Curriculum are covered, that there is progression across all year groups and that there is consistency across the teaching of music, we will use the Get Set 4 Music scheme of work. To maximise learning, children will be pre-taught key vocabulary and have access to a glossary of key vocab. Children will be provided with key vocab and glossaries before each unit. We will ensure that topics taught in each year group match up with other subjects' topics, where possible. The sequencing of music will allow for progression in three main areas: performing, listening and composing. Lesson plans will be progressive and build upon the knowledge and skills of previous years. In terms of assessment *for* learning, assessment *as* learning and assessment *of* learning, Get Set 4 Music ensures that all lessons will use a variety of assessment tools. Pupil self-assessments will also be frequently utilised as will video evidence. To increase the quality of the teaching of Music, Teachers will have pre-requisite knowledge videos and guidance on Get Set for Music and there will also be opportunities for team teaching and CPD to take place.

Impact

The impact of finding a baseline will give us a starting point and enable measurable improvements to be made. Using Get Set 4 Music will ensure that our students will receive a full music curriculum and that any holes in staff's musical knowledge will be bridged. It will also ensure that children are not running before they can walk due to its sequencing of lessons and gradual scaffolded progression. It will also make sure that children can not only perform individually and in a group, but also read, understand and appreciate a wide array of music. The children having access to pre-requisite vocabulary will ensure that their progress in lessons is maximised, as musical terminology will be less of a barrier. Thus, their engagement in music lessons will be increased. Cross curricular lessons will ensure that musical themes and concepts are more likely to be imbedded. It will also give increased relevance to what they are learning. The assessment tools on Get Set 4 Music will ensure that teachers (and pupils) can see progression and hone in on any areas of weakness. Teachers will ultimately feel more comfortable teaching m, which will increase their wellbeing. Furthermore, at Great Doddington, the teaching of music will be improved.

Principles of learning in Music:

- Music lessons are inclusive.
- Music lessons are engaging.
- Lessons build a solid foundation in music theory.
- Children will have opportunities to perform in front of an audience.
- Children have opportunities to gain collaborative skills and a sense of musical teamwork.
- Lessons facilitate exposure of children to a wide range of musical genres.
- Pre-teaching of each unit's vocabulary to enhance comprehension.
- Lessons are cross-curricular where appropriate.
- Staff are able to develop their musical knowledge.