

Music Curriculum

Implementation

'Let Your Light Shine'
Matthew 5:16



Contents

1. Modular Knowledge Approach
2. Disciplinary Knowledge and Skills Development
3. Lesson Structure
4. Vocabulary Glossaries
5. Formative Assessment
6. Summative Assessment
7. Supporting Pupils with SEND
8. GDS Provision
9. Vocabulary Progression & Expectations
10. Music in the EYFS
11. Celebrating diversity (Genre of the Week)
12. Training for classroom teachers (QFT teacher and unit specific training)
13. Journal Layout
14. Further Enrichment



1. Modular knowledge approach



The Music Curriculum Knowledge has been broken down into threads:

- Active Listening
- Pulse & Rhythm
- Melody & Pitch
- Singing
- Performing
- Composing & Improvising

These areas are covered on a rotation, once every half-term. Areas identified through formative and summative assessment as GAPS are retaught during reteach and retrieval weeks.

In Years 2 – 6, they spent the first half of their lesson learning the theory outlined in the MTP and the second half learning their instrument.

Music – Year 6 Spring 2 – MTP							
Knowledge Progression End Points:							
<ul style="list-style-type: none"> Sing a harmony. Perform parts from memory. Perform from reading notation. Take a lead in a performance. Provide rhythmic support to a variety of different musical devices in composition (including melody, rhythm and chords). Recognise different forms of notation – using different purposes. Use different forms of notation. Combine forms. To listen to their work, in order to refine and improve it. Evaluate how the venue, occasion and purpose affects the way a piece is created. Analyse features within different pieces of music. Compare and contrast the impact that different composers from different times have had on the people of the time Applying previous notation knowledge (using IT software). Use notation to record improvised ideas. Make notes to record improvised ideas. To evaluate how the venue, occasion and purpose affects the way a piece of music is created. Identify a wide range of different genres/traditions (arts and composers). To compare and contrast the impact that different composers from different times have had on people of that time. Confidently use their knowledge, skills and resources in live genres. Do they know any music from other cultures? 							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Musical Focus:	Reteach week	Active Listening	Singing	Rhythm	Composing & Improvising	Pulse	Melody & Notation
Widge Knowledge:	Sing in harmony, perform parts of music from memory, take the lead in a performance.						

Learning Objective:	Widge Knowledge:	L.O. – To discuss key features of range of different types of genres music including tempo, instrumentation and melody.	L.O. – To sing musical responding to the performance direction of the piece (through harmony).	L.O. – To perform pieces which use different and unexpected rhythms in a range of form signatures and tempo.	L.O. – To improvise and compose extended pieces of music using up to 4 notes and a variety of dynamics, tempo and time signatures.	L.O. – To follow direction to change tempo of pieces of music when performing solo and ensemble.	L.O. – To perform from real notation with 4 different notes, capture the work in different forms including score notation and it can be recorded.
Do It Now:		Can you name the different groups of instruments? (Age 5-6)	What is the difference between a treble and a bass clef?	How are traditional songs structured?	Define three musical terms: dynamics, pulse, pitch and tempo.	What is the purpose of a tempo sign?	What is the difference between a treble and a bass clef?
Learning Activity:	(Supported by sample sheet challenge)	Listen to some BARCELONNE music. Discuss their opinions, values, or qualities, how it makes you feel, instrumentation, dynamics, rhythm etc...	'You've Got A New' Define a rhythm. Tap out the rhythm and see. Discuss how and why rhythms change through music.	'You've Got A New' Learn to sing the song with expression, to accurately pitch and to know the chorus by memory.	'You've Got A New' Use record cards to create one of your own. Take responsibility for a piece of music.	'You've Got A New' Find the pulse. Ask to be quiet. Discuss sign for an extension a steady pulse in performance.	'You've Got A New' Define pulse as 'the beat'. Find the pulse. Ask to be quiet. Discuss sign for an extension a steady pulse in performance.
Exit Ticket:		Name 3 key features of BARCELONNE music. Name a feature. Name a composer.	How should phrasing in song help you to sing more effectively?	How does the different of a piece of music change it's story through?	How can an extension of music inspire you to improve your own?	How does the pulse 'beat' through a piece of music?	Arrange three notes in order of value. Write notes in treble, bass, alto and tenor staves, quarter, eighth notes.

2. Developing Disciplinary knowledge and skill development



The disciplinary knowledge is outlined in manageable objectives within the Medium-Term Plans. Each lesson focus on a key area (or thread) of core theoretical musical knowledge: Active Listening, Pulse &, Rhythm, Melody & Pitch, Singing, Performing , Composing & Improvising. The knowledge progression is seamless, yet clear from EYFS through to Year 6.

In EYFS and Year 1, the class teachers lead weekly Music lessons which focus on the theoretical knowledge outlined and then offer the pupils the opportunity to apply this understanding practically with tuned and untuned instruments.

From Year 2 through to Year 6, external teachers (from The Services for Education) follow the MTPs but also must teach the pupils how to play an instrument. The first half is theory focused and then they apply this knowledge while using their instrument.

At the end of each whole term, three times a year, the children perform in a showcase to peers and parents. The final lesson is designated for the performance and the lesson beforehand as a rehearsal. This is when teachers will deviate from the MTP.

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3. Lesson Structure




Feature	Function
Do Now	To recall knowledge and check for u/s
Hinge Knowledge Retrieval	To offer retrieval practice for key knowledge that they need in order to progress
I (Model/Guided Discourse)	The teacher clearly shares knowledge, models it in use.
We	Knowledge/skill is rehearsed.
You	Knowledge/skill is applied independently.
Exit ticket (cumulative)	An assessment tool used to obtain whether the lesson objective has been achieved or not. This informs the next Do Now and sequencing for GAP filling.




4. Vocabulary Glossaries

Each Key Stage has its own Vocabulary Glossary. This is to ensure that the same definitions of the key musical terms outlined are consistent and clear. It is also a good way to gauge vocabulary breadth and see progression throughout the school. These are found in the front of the music journal for every class. The 'Core School Vocab' wall in the studio uses the exact same definitions to mirror this. External teachers are shared this and are explained why they need to use these definitions to.



KS1

Music Vocabulary – Glossary



Pulse – The steady beat throughout the music.

Pitch – Whether the tuned notes are high or low.

Tempo – The speed of the music, fast or slow.

Rhythm – The pattern of how the notes are played.


Dynamics – The volume of the music; loud or quiet.

Melody – The tune of the music.

Tuned instrument – Plays different pitch notes.

Untuned instrument – Plays rhythms, cannot vary in pitch.

Percussion – Instruments that you tap or hit to make a sound.





KS2

Music Vocabulary – Glossary



Notation – Musical notes.

Staff – the five horizontal lines you write notation on.

Time Signature –  states how many beats per bar.

Chorus – The main part of a song, it is repeated and catchy.

Verse – The part of a song which use the same melody but different lyrics.

The Bridge – The finale section of the song, different melody and lyrics to rest of the song.

Improvise – to make up your own music.

Compose – To write your own music.

Instrumentation – the range of instruments used.

Bar – A small section of written music.

Treble/Bass Clef – The symbol which shows to read notes from.

Crescendo – The dynamics of the music get louder.

Diminuendo – The dynamics of the music get quieter.

Harmony – 2 or more different pitch notes played simultaneously.

Genres: Reggae, Pop, Soul, Jazz, Classical, Ska, Bhanga, Hip-hop, Rap, Grime.

Notation: Crochets (1), minims (2), semi-braves (4), quavers (1/2), semi-quavers (1/4) and crochet rests (1 off).



5. Formative Assessment



Assessment for learning strategies

Hinge Points

Key pre-planned questions which inform the teacher whether the students have understood the knowledge shared and are ready to progress.

Exit Tickets

An assessment tool used to obtain whether the lesson objective has been achieved or not. This informs the next Do Now and sequencing for GAP filling.

Cumulative assessments

Exit tickets are accumulated throughout the term which offers the children additional retrieval opportunities to recall/embed knowledge while combatting the forgetting curve.



6. Summative Assessment

End of unit assessments

The exit tickets of each half-term are accumulated in an end of unit assessment which is used to inform the next half term's reteach and retrieval lessons.

End of year assessments

The end of year assessments consist of a 60/40 split in teacher assessment for practical engagement and development and a written assessment which outlines achievement in theoretical knowledge. This is used to capture data which will help to strategically analyse whether the provision is right for our students and where whole-school areas for development are.

Reteach weeks

The area of whole-class weakness (identified in the end of unit assessment) is re-taught during the first week back. This areas any misconceptions at the first opportunity and ensures that the right memories are made.

Retrieval Weeks

The second week back in every half-term is a retrieval week where teachers select key knowledge that they have identified needs to be retrieved.

Autumn Anchors

Anchors are identified from the Summer B, end of Year assessments. These are whole-class GAPs that the previous teacher informs the next of and is address and retaught during the children's return to school in September.



7. Supporting pupils with SEND

We aim for all music lessons and learning questions to be accessible to all pupils. Pre-teaching of music vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

As part of termly SEND reviews, the SENDCO uses the foundation assessment tracker to identify pupils where Tier 1 and Tier 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.

True Inclusion ensures that students with SEND are advised to not be taken away from Music lessons as this is proven to be detrimental for pupil progress. They are included in the lessons in full where the class teacher (or additional adult) provides any extra support required.



8. GDS Provision

We provide a variety of opportunities for pupils who wish to pursue an interest in Music further throughout the school:

Extra Small Group Musical Instrument Tuition:

- The external teachers work with a few pupils from Y5/Y6 a term, during lunchtimes, teaching them to play their instruments in a much better ratio. This has had a great impact on student outcomes.

Rocksteady:

- Pupils from Year 4,5 & 6 have been offered the opportunities for extra provision learning to play another instrument in a small group (band). They rehearse for a term and then put on a rock concert.

Clubs:

- There are plans for a school choir club to be on offer to provide singers additional learning and performance opportunities.

Spotlighting:

- During End of Term Showcases, certain pupils can put themselves forward for solos where they have an extra opportunity to perform in the spotlight.

9. Vocabulary Progression & Expectations



We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Musical language is taught and built upon with vocabulary being a focus.

Each lesson focuses on one or two core musical (Tier 3) vocabulary terms, such as:

- Active Listening
- Pulse & Rhythm
- Melody & Pitch
- Singing
- Performing
- Composing & Improvising

The teacher clearly defines these and gives simple, direct explanations to support this.

Vocabulary glossaries ensure that the same definitions are given for terminology to avoid any misconceptions or confusion. These definitions have been written with primary learners in mind, reducing cognitive load.

The music studio also have these key term defined in a visual manner on the walls of the learning environment.





10. Music in the EYFS

At Hawkesley we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different places. For each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

The areas of the EYFS curriculum which link directly to Music are **Expressive Arts & Design** and **Understanding the World**.

They follow the Charanga scheme with weekly music sessions, which are recorded in their music journal. This learning prepares them for the transition to Year 1.

Music			
30-50 Months	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To sing a few familiar songs. • To imitate movement in response to music. • To tap out simple repeated rhythms. • To explore and learn how sounds can be changed.
		Being Imaginative	<ul style="list-style-type: none"> • To develop a preference for forms of expression. • To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • To sing to self and make up simple songs. • To make up rhythms. • To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

11. Celebrating diversity

We are committed to ensure that our curriculum reflects the diversity of British society.

In Music, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic).

As part of **Genre of the Week**, as a school, we take a musical journey through history where we explore and celebrate a wide range of genres, focusing on the origin, culture and practices.

Each genre has a focus artist, many of which come from LGBTQ+, disabled and GM/BME backgrounds.

Their art, story and impact is shared and celebrated throughout the school.



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Birmingham Diocesan
Multi-Academy Trust
Proud to support our LGBTQ+
staff, pupils & families



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A Disability Champion





12. Staff CPD

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum. Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum.

- **Audits** (offer a temperature check and open forum for staff to share knowledge/concerns)
- **Briefing training based on audit needs** (targeted small-step CPD to enhance outcomes)
- **Curriculum leader coaching for target teachers** (quality assures and trains staff to enhance outcomes)
- **Detailed MTPs** (Subject leader designs Medium Term Plans which clear map out the learning objectives and expected standards with suggested activities and written Do Now and ETs)
- **Genre of the Week** (the key information to be shared with the Genre of the Week is shared with staff on a Monday morning)
- **Vocabulary** – Vocabulary glossaries outline the best way of defining age-appropriate terminology.
- **Team Teach** – most staff work alongside an external professional, modelling best practice.
- **Charanga** – We have an annual subscription to Charanga which is an online tool to support teachers in the classroom. Mostly used by our practitioners in EYFS and Year 1.



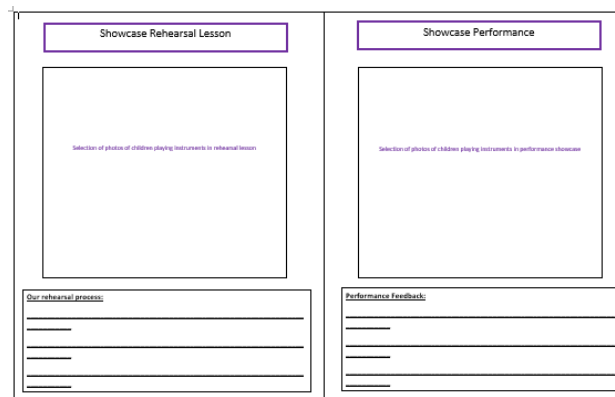
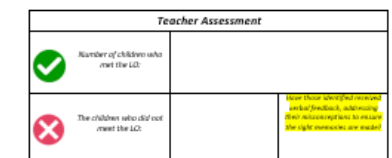
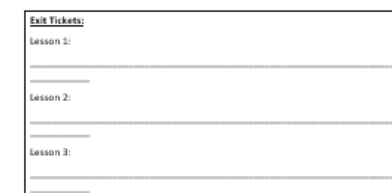
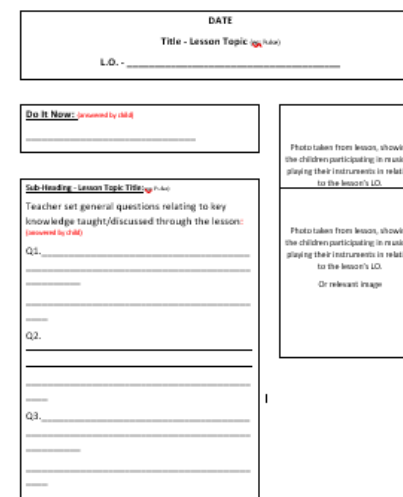
13. Journal Layout

Journals are how we evidence and record learning and assessment taking place. These have the highest expectations for quality and are checked regularly. This is the format that they follow:

1. Front cover
2. Crib sheet
3. Vocab Glossaries

Every Half Term:

1. Half-Term Page
2. MTP
3. Reteach Lesson
4. Retrieval Lesson
5. Sequence Lessons to follow
6. Rehearsals / Performances
7. Assessment proforma
(repeat from No. 4)



14. Further Enrichment



- Rocksteady provide learning opportunities to students who wish to pursue an interest in performing music. They work with small groups of children to teach them to rock-on in their very own band.
- Some children from Year 4 and Year 5 have been chosen to take part in this amazing opportunity. Every Thursday morning, till the end of this academic year, your child will participate in a 30-minute lesson with Rocksteady. Alongside their band mates, they will learn some of their favourite songs, while developing their confidence, resilience and teamwork skills.
- During Pupil Voice Conversations, AS identified that enjoyment and enthusiasm for Music dropped in later KS2 and that some of the children were developing negative attitudes towards it. Rocksteady offers a different pathway into creative arts and performance through an extras-curricular Music activity.

