

Primary Specification



MUSIC

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Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in computing for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

KS1/KS2 NC Objectives & Subject Intent, Impact and Implementation



The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

	Objectives
KS1	<ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes• play tuned and untuned instruments musically• listen with concentration and understanding to a range of high-quality live and recorded music• experiment with, create, select and combine sounds using the interrelated dimensions of music
KS2	<ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the interrelated dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians• develop an understanding of the history of music

MUSIC INTENT

We aim for children to listen and appraise music, describe how it makes them feel and have the opportunity to develop their musical skills. They will do this throughout opportunities to sing, perform, explore how music is created and composition.

MUSIC IMPLEMENTATION

We follow a school scheme called Charanga. Staff have received training on how to successfully deliver music lessons. Staff have received vocabulary definition handouts to support their own subject knowledge. Children will have the opportunity to learn to play a musical instrument alongside the scheme. A full class set of glockenspiels have been purchased.

MUSIC IMPACT

Key vocabulary from the national curriculum is taught sequentially throughout the school. All children receive regular music lessons. Children understand styles and composers. Children know how to improve their singing skills. Year 4 children will receive music lessons that teach them to learn a particular instrument.



Summary of Subject Content

Music – Charanga is available as a teaching resource but isn't something that teachers need to religiously follow. They dip in and out of it. Charanga can be followed, but teachers also need to add to the content to ensure that year group objectives are met. The suggested topics are detailed below.

In Reception, the children will access Charanga using the old scheme. This allows them to access focused music lessons, learning and performing nursery rhymes and songs and introducing them to the basic skills needed to progress to the National Curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Adding Rhythm and Pitch		Introducing Tempo and Dynamics		Combining pulse Rhythm and Pitch	
Year 2	Exploring Simple Patterns		Focus on Dynamics and Tempo		Exploring Feelings through Music	
Year 3	Developing Notation Skills		Enjoying Improvisation		Learning More about Musical Styles	
Year 4	Brass	Brass	Brass	Brass	Brass	Brass
Year 5	Getting Started with Music Tech		Emotions and Musical Styles		Identifying Important Musical Elements	
Year 6	Understanding Structure and Form		Exploring Notation Further		Gaining Confidence through Performance	

EYFS

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs

Stage Descriptors

KS1

Performing:

Sing simple songs, chants and rhymes from memory

Sing collectively and at the same pitch

Respond to simple visual directions and counting in

Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy

Appraising:

Begin to recognise the 7 elements of music when listening to a range of musical pieces. (live and recorded)

Pitch – high & low

Tempo – fast & slow

Dynamics – loud & soft

Timbre - different sounds are made by different instruments

Rhythm – long & short sounds

Texture – thick & thin

Structure – verses, chorus

Express an opinion about music using above language to explain why

Listen and discuss music from different contexts

Composing:

Understand the difference between a rhythm and pitch pattern

Combine vocals and instrumental sounds

Use tuned and untuned percussion instruments

LKS2

Performing:

Sing a broad range of songs with increasing accuracy, fluency, control and expression. (in two parts, rounds, unison)
Play and perform in solo and ensemble contexts

Appraising:

Listen with attention to detail and recall sounds heard.
Use the language used on KS1 more confidently to describe musical pieces.
Understand stylistic features of different genres.
Begin to develop understanding of the history of music. (modern artists and composers)

Composing:

Improvise on a limited range of pitches on the instrument they are now learning
Introduce basic written notation (graphic scores)
Compose music for a range of purposes

UKS2

Performing:

Continue to sing in 2 or more parts
Perform from a score with expression, accuracy and fluency
Work as a group to perform a piece of music

Appraising:

Use musical vocabulary accurately to evaluate their own and each other's work
Use musical vocabulary accurately to evaluate a range of musical pieces
Have an understanding of the history of music (composers, modern artists and traditions and cultures)
Listen with attention to detail and recall sounds with increasing aural memory.

Composing:

Create and record music using available music software/apps
Capture and record creative ideas using graphic symbols and staff notation
Improvise coherently within a given style

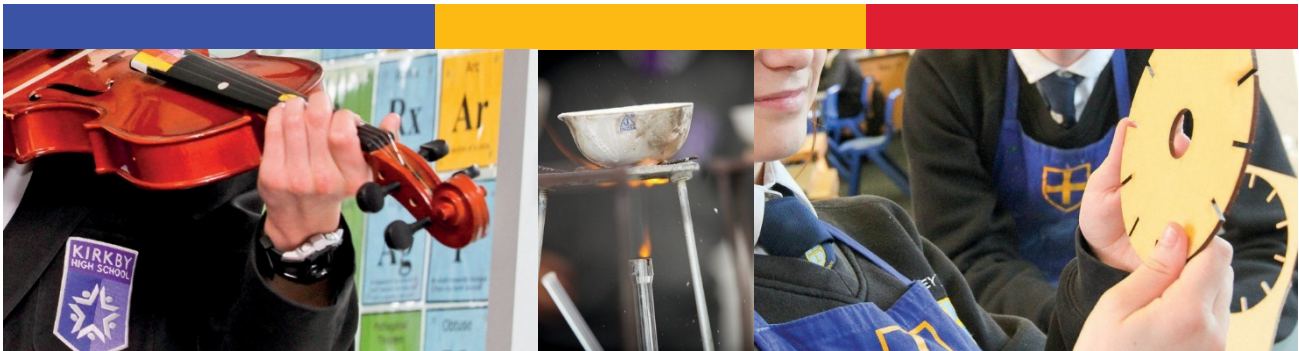
Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



The Rowan Learning Trust

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