

Mrs Dainton – Subject Leader 2022/23

- Qualified in June 2016 and joined Churchfields Junior School – Redbridge.
- 2016 & 2017 – Year 5; 2018 – Year 6 (93% combined SATs); 2019 – Maternity leave; 2020 – Year 3
- Science subject leader: 2018-2021.
- Joined St Edward's in 2021 – Year 4; 2022 – Maternity leave; 2023 – Year 6 interventions
- Music Subject Leader – Summer Term 2023.

What are you proud of

- 5 instruments taught throughout Primary: introduced Ukulele in Year 6
- Medium term plan: musical skills, vocabulary, pieces for listening
- Weekly listening assemblies: led by class teacher using Charanga
- Line riders: Composer of the week – Visual representation for music; used in class and discuss in singing assemblies
- Music Mark from HMS: celebrate the value that we place on music in our school
- Good number of peripatetic lessons: Violin tasters in Year 3
- New ensembles – weekly clubs to allow continuation of instruments beyond classroom
- SEND PROVISION / ARP: music universal entitlement for all children at St Edward's.
- 25 experiences- Every child has the opportunity to visit the theatre; perform in a choir with Young Voices and experience live music from the LSO at the Barbican.
- Music scholarships at Coopers: 2 last year – Violin and Recorder

What still needs to be done? Why?

Assessment: How do we assess progress in music?

- Follow individual children to create case studies to evidence progression throughout the curriculum
- SDP: CREW - Curriculum Progression Embedding

Music Progression Strategy: How do we promote music beyond primary school?

- Networking to enhance awareness of Havering Music School events (Summer School) and promote to all
- Enhance awareness of routes into specialist music provision: opportunities with National Children's Orchestra and Tomorrow's Warriors
- Liaise with Secondary Schools to create opportunities for performing and acting as an audience
- SDP: CREW - Enrichment Activities for All

How do you develop non specialists?

- **Working with Nicole:** Developing Medium Term Plan (musical skills, vocabulary, pieces for listening) and music skills progression documents
- **Listening assemblies:** Introducing to staff during INSET and supporting staff with delivery and key questions to ensure assemblies are effective and progressive.
- Use of Charanga to develop confidence in use of musical language and development of listening skills.
- **Line riders:** Introducing to staff during INSET; sharing concept with SLT; creating weekly schedule, planning, sequence and resourcing of progressive pieces. Focus on technical vocabulary with staff and exploration of classical music- develop musical subject Knowledge.

Details of Assessment

- Specialist teacher uses formative assessment in lessons and class teacher uses formative assessment during weekly listening assemblies.
- End of unit performances provide summative assessment opportunities.
- PP – Children are offered funded peripatetic lessons and weekly ensemble clubs.
- SEND – Children have weekly music lessons in the ARP with specialist music teacher. Sunshine children participate in weekly lessons and have 1-1 support where needed.
- EAL – Dual coding and visual imagery is used to support musical language development. Line Riders are used in Singing Assemblies to help describe the elements of music.
- Most able children are identified and introduced to Havering Music School services and opportunities (peripatetic lessons, clubs etc). Most able children are encouraged to join ensembles and perform as soloists or as part of ensembles in annual concerts (Summer/Winter Music Concerts).

Music

Pupil Voice

- Use of music champions to assist in assemblies and tuning in lessons
- Pupil contributions in assemblies
- Pupil Premium children - access to instrumental tuition
- Future action: Pupil voice questionnaire with focus on instrumental lessons and music in the school.

COVID

- Music recovery curriculum was in place for 2020-21.
- Children have opportunities to learn missed instruments during weekly clubs (lunchtime and after school).
- Staff are being introduced to Charanga and could use it during another lockdown.

Pedagogy of lessons

- Weekly music lessons – increased to 45 mins for 2023/24 and 60 mins for 2024/25.
- Listening activities to start: linked to theme and focus on vocabulary to describe the elements of music
- Recap of prior learning: vocabulary and musical skills – instrumental and musical notation
- Introduction of new learning: key vocabulary and musical skills
- Application of learning: composing and performing – soloist and ensembles
- Progression of vocabulary and skills mapped on Medium Term Plans and Music Skills Progression documents.

Curriculum and Sequencing

- Different themes for every unit which cover a range of musical genres: world music, classical and jazz, popular, performance using instruments and technology.

- Focus instrument for each year group: progression in skills needed to master each instrument.

Y1 – Percussion: Stick notation – ta, ti ti, ta-a, ssh

Y2 – Ocarina: crotchets/minims/rest & 2-3 notes

Y3 – Glockenspiel: quavers/quaver pairs & 2-3 notes

Y4 – Glockenspiel: All notation & first five notes

Y5 – Keyboards: All notation & all notes on a clef

Y6 – Ukulele: All notation, incl dotted rhythms & chords

- End of unit performances: recorded and live to showcase learning; development of performance skills; opportunities to develop listening by acting as an audience.

- Knowledge organisers are used to shape curriculum and for teacher reference in planning.

- Reading of musical notation is developed at pace with reading in English. Instruments are chosen in accordance with children's fine motor skill development. Vocabulary develops, builds and recaps each year along with children's language development.

- Units are chosen to engage children at different ages and expose them to a wide variety of genres, composers, styles, cultures and traditions.