


<p>Subject Music</p>  <p>Subject Lead: Sue Christophers</p>	<p>Subject Intent:</p> <ul style="list-style-type: none"> • Children to experience live performances (as audience and performers) and develop understanding of genres. • To develop the exposure and awareness of music • To express opinions about music <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p>			<p>Covid Catch-Up Plans</p> <ul style="list-style-type: none"> • Music assemblies in place to create opportunities for children to sing / listen to music. • Oracy/discussion opportunities for children when listening to and composing music. • Clear progression expectation in place and followed. • Return to bringing visitors into the school to perform. • Return to taking children out to perform
<p>Teaching</p> <ul style="list-style-type: none"> • Music Progression Documents in place • Teachers opt to use Charanga units or link their music to topics (providing progression document is covered) • If using Charanga unit – Knowledge Organised used from scheme • If teaching music as part of topic - Knowledge organisers created by teachers • Classroom music taught either weekly or blocked as a day • External music providers in school include Cornwall Music Service Trust (drumming / guitar) and Rocksteady. • Choir – weekly • Weekly music / singing assembly – singing and listening. 	<p>Personalised Learning</p> <ul style="list-style-type: none"> • Quality First Teaching • Opportunities created for all to participate in music • Variety of recording outcomes 	<p>Resources</p> <ul style="list-style-type: none"> • Charanga – unit plans • Charanga – listening centre • BBC Ten Pieces • BBC school radio programs • Music assembly organised and facilitated • Music display resources created for each class • Glossary of musical terms given to all teachers • Listening support / ideas given to staff 	<p>Cultural Capital</p> <ul style="list-style-type: none"> • Programme of music listening broad and balanced, including all eras of music and styles • Music in the community – Harvest Festival, Christmas performances this year • Songfest 2022 – launch involves whole school in addition to performing • Opportunities for children to perform and share, purpose for their music 	<p>Assessment</p> <ul style="list-style-type: none"> • Objectives tracking sheet • Teacher tracking grids • KIRF questioning • End of unit composite • Verbal quizzes • Pupil conferencing- know more, remember more.
<p>Inclusion - SEND</p> <ul style="list-style-type: none"> • Quality First Teaching • Planned additional support from adults (as and when required both in the class but also for choir) • Scaffolded learning (as appropriate) • SEND document – support pupils to access music 	<p>Curriculum Scope and Progression</p> <ul style="list-style-type: none"> • Progression grids used to ensure progression and direction. • Listening from Charanga Listening Centre ensures breadth of experience • Opportunities to extend (children encouraged to bring in instruments) • Opportunities to support / scaffold with planned additional support 	<p>Working as a musician</p> <ul style="list-style-type: none"> • Planned opportunities for cross-curricular links as appropriate • Planned opportunities for music in the community • Purpose for performing eg. Y2 singing Trelawny and Y1 singing the academy song for future singing for the whole school to sing along with. • Singing for pleasure • Awareness of listening to music and how it impacts feelings 	<p>Monitoring</p> <ul style="list-style-type: none"> • Book Looks including floor books • Pupil conferencing • Planning / KO • Music objectives grid • Evidence on teams 	<p>Outcomes</p> <ul style="list-style-type: none"> • All children are accessing music • Music is a subject which brings smiles to children’s faces • Through singing assemblies, choir numbers are growing with several boys caught by the tracks sung. • Simple musical language used throughout the school
<p>Disadvantaged Pupils</p> <ul style="list-style-type: none"> • Quality First Teaching • Planned additional support from adults (and as required) • Standards, interventions, and opportunities tracked termly by SLT and PP Lead 	<p>Transition</p> <ul style="list-style-type: none"> • Subject tracking sheets 	<p>CPD</p> <ul style="list-style-type: none"> • Music Leaders CPD • Annual music conference • Involvement with Cornwall Music Education Hub’s Songfest • Feedback on monitoring and next steps during staff meeting 	<p>Strengths</p> <ul style="list-style-type: none"> • All children have opportunity for listening (weekly assemblies) • All children have opportunity for singing. • Children enjoy opportunities for music, very animated during pupil conferencing. 	<p>Next Steps</p> <ul style="list-style-type: none"> • Develop musical language used • Evidence collection (floor books / recordings to be uploaded / • As COVID restrictions ease create more opportunities for children to sing, create and perform music and invite visitors into school.

