



Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		Music	Date:
Leader (s)		J L Beresford	15.10.2020
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION Why do we teach what we teach?	<p>Music is a subject that offers children a way to explore and express their own emotions, imagination and creativity. There are multiple additional skills that children develop during music lessons, such as: teamwork, communication, memory, perseverance, and critical thinking. Research shows that there is a correlation between music learning and performance in tests. Music processing occurs in the left brain, which can also assist in the development of language skills. Music can also be a way of combatting stress and anxiety.</p>	
2	CURRICULUM <ul style="list-style-type: none"> • INTENT (Include reference to SEND and disadvantaged pupils) 	<p>During music lessons and assemblies, pupils will be exposed to different genres of music and have opportunities to participate in music through listening & appraising, and composing & performing. Each year, pupils will build on skills they have learned in previous years by increasing the complexity of musical theory and performance. The music curriculum provides opportunities for all pupils, including SEND and disadvantaged pupils, to develop the skills, knowledge and independence to continue their future music learning in Year 7 and beyond.</p>	
	<ul style="list-style-type: none"> • IMPLEMENTATION 	<p>Music is taught in all classes from EYFS to Y6 and is well-supported by extra-curricular opportunities.</p> <p>Each class follows the Charanga music scheme for their year group, which enables teachers to present subject matter clearly and systematically in an interactive, engaging manner. Pupils receive a balance of listening and performing with voice, keyboard instruments and recorders, to a range of musical styles. The scheme is increasingly demanding and ensures progression throughout the school, with pupils building on the learning they have completed in the previous year. A range of training – online, from the subject leader, and from Surrey Arts – is available to support all staff with different levels of music expertise.</p> <p>Each week, pupils are exposed to a different ‘Piece of the Week’ and ‘Instrument of the Week’, further developing their understanding of a range of musical genres and orchestral instruments. In addition, all pupils in KS1 & KS2 (and reception from the summer term) attend music assemblies with the music leader every week. There is a focus on embedding knowledge and understanding so pupils can remember their learning long term. Peripatetic music teachers come in to school to teach piano and brass, and children also have the opportunity to attend Jamming Together sessions where they learn to sing or play instruments within a band. JamTrax is the school’s electronic musical composition club.</p> <p>The school also participates in a variety of musical performances for parents – such as family assemblies, harvest, and Christmas and Easter concerts – and in the local community at events including Magical Molesey, carol singing at the local community centre, and Music at the Marker. Pupils are assessed termly using the steps and statements on Target Tracker – the school’s assessment system – in the same method as other curriculum subjects. This enables all pupils to make progress based on their starting points from the previous year.</p>	
	<ul style="list-style-type: none"> • IMPACT (Include reference to SEND and disadvantaged pupils) 	<p>Each year, pupils produce good quality work and develop detailed musical skills, knowledge and understanding from the previous year. Children in EYFS begin listening to and performing simple songs, which increase in complexity as they progress through the school. Pupils are exposed to a range of different pieces of music and instruments so that, by Year 6, they can confidently appraise music of different styles and cultures from different periods. They have an awareness of many different composers and can identify a range of orchestral instruments from sight and from their sound. Pupils in KS1 create their own compositions using simple percussion instruments, which they notate using symbols and pictures. By the end of KS2, pupils compose using traditional instruments and electronic devices, which they can notate using more formal methods. They recognise formal staff notation as a universal method of reading music and can perform from simple scores. SEND and disadvantaged pupils achieve well based on their starting points. All pupils leave Year 6 well-equipped for the next stage of their music education.</p>	
3	BROADER CURRICULUM How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	<p>Pupils develop a sense of fascination, enjoyment, creativity and imagination in their music learning and are able to reflect on their work. In performing, they develop mutual respect and have the opportunity to share music in a range of communities and social settings. In appraising music, they gain an insight into a variety of different cultures and influences that have shaped their own heritage and those of others. Pupils develop a willingness to participate in and respond to musical and cultural opportunities.</p> <p>Music provides many cross-curricular learning opportunities – as evident in family assemblies where pupils share their learning, often through music. The ‘We are the Voice’ project ties in with the Eco-Schools’ curriculum and pupils know several songs that focus on positive life choices such as healthy eating.</p>	



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4	SUCCESSSES IN THE SUBJECT IN THE PREVIOUS YEAR* Focus should include the contribution of the subject to meeting whole school priorities *These include the previous academic year due to the impact of Covid-19	▶ Music performances, e.g. summer show, harvest and Christmas concerts, Music at the Marker, Magical Molesey, carols at the Molesey Centre, Family assemblies (cross-curricular music).		
		▶ Addition of extra-curricular music to support curriculum, e.g. Jamming together, choir, JamTrax, PA club, piano and brass lessons.		
		▶ Introduction of Charanga scheme and Piece/Instrument of the Week. More music being taught – especially instrumental music.		
5	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	Strengths	▶ Grade 2	Areas for Development
		▶ Singing & performing.		▶ Develop pupils understanding/use of formal notation in KS2.
		▶ Exposure to a range of composers and different musical styles/cultures.		▶
		▶ Music accessed by all pupils.		▶
6	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	Strengths	▶ Grade 2	Areas for Development
		▶ Pupils exposed to a range of musical experiences, including opportunities to perform.		▶ Confidence/subject knowledge of staff – especially new staff/staff new to teaching music this year.
		▶ Evidence of music on display in classrooms.		▶ Differentiation/challenge for all (see above)
		▶		▶ Not always written evidence for music. How can it be recorded?
7	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	▶ Grade 2	Areas for Development
		▶ Music is embedded in the ethos of the school and expectations are high.		▶ Continue to develop music across the curriculum.
		▶ Almost all pupils view music positively and enjoy performing, including at playtimes.		▶
		▶ Parents/members of the local community hold the school in high regard in terms of musical performance.		▶
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	▶ Grade 2	Areas for Development
		▶ Subject leader and SLT have high expectations. SL has the opportunity to teach all pupils music.		▶ New staff/existing staff new to teaching music (including HLTAs) requires additional training.
		▶ Staff receives regular input/support from SL; parents, members of local community and other music professionals contribute to the subject.		▶
		▶ Charanga scheme, music assemblies and POW ensures good curriculum coverage.		▶
9	OVERALL EFFECTIVENESS	Overall, pupils achieve well in music and teaching is good. Some staff still lack subject knowledge/confidence but the implementation of the Charanga scheme has helped this; they are well supported by the subject leader. Pupils and staff are positive about music and expectations are high – particularly in terms of music performance, which are highly regarded by parents and members of the local community.		
10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	A good learner enjoys music, is enthusiastic and wants to continue their music learning. They have a good understanding of the instruments of the orchestra and can identify different instruments by sight and sound. They have an understanding of staff notation and can apply this when learning new instruments. They are confident singing in a group and can use their musical knowledge when appraising music from a range of genres.		
11	KEY AREAS FOR SUBJECT DEVELOPMENT Especially achievement and quality of teaching	▶ Increase use of formal notation in KS2 – this will require further staff training.		
		▶ Develop ways of recording/evidencing achievement in practical music activities.		
		▶ Provide a broader range of instrument lessons, e.g. guitar and percussion.		