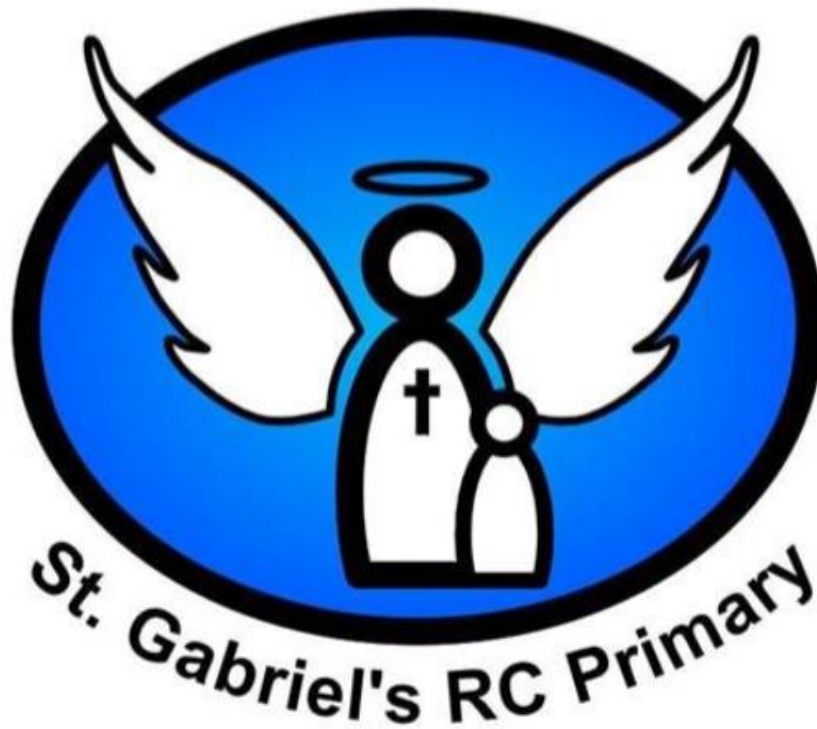




# Music

## Intent, Implementation and Impact Policy

## Intent, Implementation and Impact in Music

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| <b>INTENT</b> | <b>Subject Statement</b>       | For the Glory of God, we aim for pupils to make more music, think more musically and become more musical.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|               | <b>Subject Expectations</b>    | <p>All music lessons feature music making and thinking activities resulting in children becoming more musical over time.</p> <p>To help pupils to generalise across instruments and styles, complex activities (composite) activities are broken down into their component parts (their building blocks) within lessons.</p> <p>Music making activities are recorded for further evaluation and improvement.</p> <p>Over time, children build Tacit knowledge of genres and composers.</p> <p>Children build an understanding of a wide variety of musical cultures and traditions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|               | <b>Conditions for learning</b> | <p><u>Displays / Working Environment</u></p> <p>All classrooms should display and define the interrelated dimensions of music.</p> <p><u>Learning Behaviours / Attitudes to Learning</u></p> <p>Children enjoy involving themselves in music making activities including singing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|               | <b>Planning</b>                | <p><u>Progression and Sequencing</u></p> <ul style="list-style-type: none"> <li>• Music knowledge and skill progressions are in place from EYFS to Year 6 for               <ol style="list-style-type: none"> <li>Listening, Appraising and Responding skills,</li> <li>Performing (both vocally and using instruments),</li> <li>Composition and</li> <li>the inter-related dimensions of music.</li> </ol> </li> <li>• Vocabulary is reviewed and built upon with a shared understanding of definitions.</li> </ul> <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>• Long Term Planning ensures spaced-out encounters with a wide range of composers, musical cultures, traditions and genres each year. The selection of music has been guided by the Model Music Curriculum, 2021.</li> <li>• Medium Term Planning ensures that prior knowledge and skills are reviewed and then built upon each year.</li> <li>• Curriculum links are made in terms of song content when planning. This supports teachers who may be preparing for assemblies etc.</li> <li>• In KS1, learning is supported by the Music Express Music Scheme and in KS2, learning is supported with resources from BBC 10 Pieces.</li> </ul> <p><u>Structure of Lessons</u></p> <ul style="list-style-type: none"> <li>• Teaching time: 45 min per week in KS1, 1 hour – 1.15 hours in KS2.</li> <li>• Lessons feature a range of new learning and practice sessions to embed knowledge and skill.</li> <li>• Assessment for Learning is a feature of all lessons.</li> </ul> <p><u>Resourcing</u></p> <ul style="list-style-type: none"> <li>• Children in Years 1-6 have their own Ocarina.</li> <li>• There is a range of percussion instruments for children to use.</li> <li>• The school has a class set of claves and musical whiteboards.</li> </ul> |

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| <b>IMPLEMENTATION</b> | <b>Curriculum</b>                                                                                                           | <p><u>Scope</u><br/>Learning has been carefully considered by the subject lead to not only follow the National Curriculum but to ensure Music is taught in a holistic, engaging and coherent way. For example, selective instrument choice aims to improve the expressive quality of pupils' sound production by the end of the pupils' time at school.</p> <p><u>Sequencing</u><br/>Within lesson success criteria, knowledge (I know) is addressed before skill (I can). As a result of all of the above, the curriculum gradually builds proficiency in the following types of...</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Tacit knowledge: knowledge gained through experience/ enculturation e.g. singing assemblies.</li> <li>• Procedural knowledge: knowledge exercised in the performance of a task e.g. selecting chord progressions.</li> <li>• Declarative knowledge: facts and information e.g. styles, composers (music history), notation, keys, chords and works.</li> </ul> |
|                       | <b>Pedagogy</b><br><br><b>Teaching and Learning</b><br><br><b>Quality 1<sup>st</sup> teaching based on current research</b> | <p><u>Learning</u></p> <ul style="list-style-type: none"> <li>• Listening, Appraising and Responding</li> <li>• Performing (both vocally and using instruments)</li> <li>• Composition</li> </ul> <p><u>Teaching</u></p> <ul style="list-style-type: none"> <li>• A range of learning and teaching strategies are utilised throughout the teaching of <b>music</b> as detailed below:             <ul style="list-style-type: none"> <li>◦ Modelling - provide models / guide pupil practice independent practice;</li> <li>◦ Enabling and deliberate practice;</li> <li>◦ Daily / weekly review using retrieval questions;</li> <li>◦ New content of knowledge and skills introduced in small steps;</li> <li>◦ Spacing and interleaving</li> <li>◦ Ensure cognitive load theory practices are utilised from short term memory to long term memory;</li> <li>◦ Growth mind-set;</li> <li>◦ Metacognition;</li> <li>◦ Building resilience;</li> <li>◦ Scaffolding;</li> <li>◦ Use of technology.</li> </ul> </li> </ul>  |
|                       | <b>Meeting the needs of the learner</b>                                                                                     | <p><u>Planning</u></p> <ul style="list-style-type: none"> <li>• Rigorous planning ensures appropriate knowledge and skills are taught.</li> <li>• Plans are adapted in light of the needs of the class and Assessment for Learning.</li> </ul> <p><u>Provision for SEND / disadvantaged</u></p> <ul style="list-style-type: none"> <li>• Learning objectives are challenging but scaffolds Open Doors to all learners.</li> <li>• Alternative means of recording may be implemented.</li> <li>• Inclusion strategy.</li> <li>• SEND are supported by QFT.</li> </ul> <p><u>Challenge</u></p> <ul style="list-style-type: none"> <li>• There is a mastery approach to learning: all learners are given challenging L.O.s.</li> </ul> <p><u>Catch up / interventions / Cumulative dysfluency / Addressing gaps</u></p> <ul style="list-style-type: none"> <li>• Enabling and deliberate practice</li> <li>• Daily / weekly review using retrieval questions</li> <li>• Spacing and interleaving</li> </ul>                 |

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| <b>IMPACT</b> | <b>Review and Assess</b>                                          | <p><u>Questioning</u>: Broad range of question types and styles applied.</p> <p><u>Review of learning</u>: Effective checks for understanding.</p> <p><u>Feedback to improve</u>: Live feedback is given wherever possible along with written marking in books.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|               | <b>Assessment for Learning</b><br><br><b>Summative assessment</b> | <p>When making termly teacher assessments, AfL of whole-class component tasks is used - such as identifying which children are able to clap in time, for example. Attention is paid to the progression of pupils through the school knowledge and skills progression documents as well as the three pillars of progression:</p> <ul style="list-style-type: none"> <li>• Technical: translating intentions into sound (through singing, instrument or music tech. in conjunction with notation, tablature or programming).</li> <li>• Constructive: knowledge of how components come together through constructing/ composing and deconstructing/ listening &amp; analysing music. This includes constructive concepts such as the musical dimensions (pitch, texture, structure, timbre, dynamics and duration) as well as scales, chords and keys.</li> <li>• Expressive: music's provenance (history, culture, social context, geography, purpose &amp; meaning), its application of the musical dimensions to give expression and its personal meaning and creative risk.</li> </ul> <p>A best fit judgement is then made.</p> |
| <b>OTHER</b>  | <b>Culture</b>                                                    | <p>Love of music flourishes throughout the school by:</p> <ul style="list-style-type: none"> <li>• Weekly opportunities to make music in lessons.</li> <li>• Singing in Assembly.</li> <li>• Singing in Class and School Prayer and Worship events.</li> <li>• Hymns at Mass.</li> <li>• KS1 Singing Squad.</li> <li>• School Choir.</li> <li>• School Ocarina Choir.</li> <li>• Performance within Assembly.</li> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|               | <b>Wider curriculum opportunities / Cultural capital</b>          | <ul style="list-style-type: none"> <li>• Rochdale Music Festival.</li> <li>• Attending musical concerts/ theatre.</li> <li>• Inviting musicians into school e.g. African Drumming to enrich learning about Musical traditions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|               | <b>Reading within the Curriculum Area</b>                         | <ul style="list-style-type: none"> <li>• Given its importance, reading is a part of every lesson throughout the curriculum. Children are hooked into this reading by making text-text and text-life links.</li> <li>• Vocabulary progressions have been developed for each curriculum area to drive progressive reading throughout the school.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|               | <b>Related Policies</b>                                           | <ul style="list-style-type: none"> <li>• Handwriting and Presentation</li> <li>• Feedback and Marking to improve</li> <li>• Teaching and Learning</li> <li>• Assessment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |