



Music



Intent

At Holy Trinity Primary School we believe that through music, we are provided with a powerful universal language which helps promote unity, enables us to process and express our emotions and fuels our imagination. Our rich music curriculum provides an inclusive learning environment, designed to allow all pupils to learn and flourish together. Our curriculum is designed to offer pupils the opportunity to listen, participate in and appreciate a wide range of musical experiences.

Music is important in developing individual discipline, focus and memory. Whether we are singing, playing, or listening, we develop our aural discrimination through music, which is an important part of communication and literacy.

Coverage

How do you know the National Curriculum is covered?

A **Music National Curriculum Coverage Map** matrix maps the objectives of the National Curriculum and cross-references them to the Learning Means the World Curriculum. Any identified gaps are taught through National Curriculum specific units.

Progression

How do you plan for progression in Music?

Music is taught through thematic units, both through Skills Development Tasks and through projects which then apply those skills. The keys skills for each subject have been mapped across each thematic unit to show coverage (**Music Skills Maps**) and progression (**Music Skills Progression Maps**).

The **Skills Ladder** acts as an incremental model for skills acquisition and provides a benchmark for each year group, with teachers using the skills statements as a model for progression throughout the school. Growing in complexity and demand across Key Stages 1 and 2, pupils' learning when linked to the Skills Ladder should enable them to make good progress in their learning.

The Satellite View (**Music Satellite View**) maps out which thematic units feature this subject and clearly shows the objectives taught.

The **Knowledge Building Pillars** form a robust model of progression for knowledge and understanding, helping pupils to assimilate, synthesise and apply their learning within different musical contexts. This also means that concepts are cumulatively built upon. For



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example, notation begins with knowing that symbols can represent sounds in music, building towards knowing and understanding basic pitch notation.

When is Music taught?

Music is taught through thematic units. The Satellite View maps out which thematic units feature music and clearly shows the objectives taught.

How is Music taught?

Music is taught through a combination of subject knowledge and composing, performing, listening and appraising skills. Learning takes place both inside and outside the classroom.

Who do we learn about in Music?

We learn about a range of famous composers from history, such as J.S. Bach, Ludwig Van Beethoven and Rimsky-Korsakov.

We also learn about more contemporary composers, such as Andrew Lloyd-Webber.

What do we learn about in Music?

We learn about the following:

- Notation
- Graphic scores
- Signs and symbols
- Soundscapes
- Sound effects
- Singing
- Sea shanties
- Folk songs
- National anthems
- Slave songs
- Battle chants
- War songs
- Cyclic patterns
- Instrument families
- Evolution of instruments
- African music, including drumming
- Celtic music
- Hannukah music
- Jingles
- Film music



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Musicals
Inuit throat singing

Where will you see evidence of Music at The Federation of Holy Trinity Church of England Schools?

- ✓ Children's Learning Means The World Books
- ✓ Class displays
- ✓ Pupil voice
- ✓ Assessment
- ✓ Subject Leader folders
- ✓ Evidence folders (photos and videos)

How do we assess and monitor Music?

We use a variety of methods to assess and monitor Music at Holy Trinity. Teachers will use questioning to help the children recall prior learning. We use Track Zone, a tracking tool to ensure that the children are making progress in Music, and this is monitored by the Music Subject Leader. The subject leader carries out ongoing monitoring tasks to ensure that the curriculum is being delivered, and that there is evidence of the learning in the evidence folders and in Learning Means the World books where appropriate.

Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards. The Music Subject Leader has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from discussions, interviews, observations, work scrutiny, documentary review, photos and videos. The subject leader evaluates and summarises all aspects of the subject to define next steps for improvement from their action plan.

How we support SEN

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, to challenge at appropriate level including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN



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- ✓ Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We believe it is important for all pupils to be able to access and respond to Music in their own way, providing happiness and joy!

Impact

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their music lessons. They are proud of their knowledge and feel that they can confidently speak about their feelings and responses to music.

EVIDENCE IN KNOWLEDGE - pupils know about different ways that music can be used to support their future potential. They can build on their knowledge each year to form a solid understanding of world music through the genres they have studied.

EVIDENCE IN SKILLS - pupils use correct vocabulary in music lessons. They can see common themes and use and apply skills and vocabulary previously taught in other musical units.

BREADTH AND DEPTH - teachers plan a range of opportunities to use music inside and outside school and across different subjects.

Music equips pupils with a uniquely powerful set of tools to express and discipline their practice. Through their growing knowledge and understanding, children learn to appreciate the contribution made by different cultures.