

## 'In a Nutshell'

### Music

<b>Curriculum Intent</b>	<p>The ambition in New Marston is for every child to experience a form of musical enrichment at least 4 times in a year. Our intention is that all our children, with the added collection of cultural capital, develop an appreciation and enjoyment for music, and at our most successful, a love for music. To this accomplishment music lessons are designed to be foremost fun and enjoyable as well as inclusive of all members of our community. Music is delivered as an experience that excites the senses and encapsulates the mind. Children are encouraged to be curious, free-flowing and to feel safe enough to allow themselves to be inspired, motivated and moved by this medium.</p> <p>More practically, our music planning and teaching follows the school's spiral approach which involves regularly re-visiting the same topics over the course of a child's primary school education. This allows seeds that have been planted in the early years, to be watered and given sunlight throughout Key Stage One, fertilised in Lower Key Stage Two and then pruned in Upper Key Stage Two. Children are taught to understand how music is created, performed and recorded, as well as to create, perform and record music themselves. They are introduced to the basic blocks of composition and study artists (from a variety of backgrounds and ethnicities) who have influenced this subject. Every year, the children of New Marston are opened up to the world of classical music, use their bodies as instruments through body percussion, sing by way of school productions and singing assemblies as well as do a deep dive around a particular genre.</p> <p>The expectation is that children will leave New Marston having developed an open minded and care-free relationship with music. They will feel uninhibited to engage with the medium and acquire concrete and inspiring knowledge about some of the individuals who have contributed to it. Ultimately, all children will understand what music is and have a strong interpretation of its role and influence on our world.</p>
<b>Implementation</b>	<p>At New Marston we will follow a term by term topic structure, where the planning reflects the delivery of skills required for each year group as stipulated in our <a href="#">Skills Progression</a> documentation. All year groups begin Term 1 with Body Percussion, with the sole purpose of ensuring that our Deaf pupils are immediately included in this subject. Although there is an overall school theme of singing throughout Term 2 because of Christmas time, over the course of the terms each year group decides when they will deliver classical music in the form of BBC 10 pieces, singing in the term that they have a production, a topic on influential people, one focusing on a specific genre (different every year) and a topic based term of Music.</p> <p>We are lucky enough to be in collaboration with <a href="#">Music at Oxford</a>, <a href="#">Music for Autism</a>, the community service provision run by <a href="#">Headington School</a> as well as whole school access to <a href="#">Purple Mash</a> which children use online to create beats. This allows for a variety of ways for the Music lessons in our school to be implemented, undoubtedly opening up sessions that can accommodate every type of learner. In addition to this, it ensures that we are able to meet our target of allowing each child enrichment at least 4 times a year. As mentioned above, in some terms music lessons are specific to the topic that is being studied in the year and when a year group is preparing for a production, Music lessons are dedicated to learning the lyrics of songs by heart, some with BSL and the rest with dance movements and actions thought up by both the children and teachers. Year 3's experience a year of learning how to play the violin and cello and perform their final product for other years as well as family members. We also provide private lessons for piano, guitar, violin and cello.</p>
<b>Learning Environment and resources</b>	<p>Teachers at our school make a conscious effort to create a learning environment that feels safe so children become more open to exploring unknown avenues, particularly when using their voices and bodies as instruments. Music assemblies are used to model this notion, where years 1 to 6 are not only encouraged but expected to sing and participate when dancing, engage during conversation as well as display appropriate and respectful behaviour when in the role of an audience during performances. There is a fun, almost festive, nonchalant ambience that is harnessed into every weekly session which reflects what music lessons feel like in the classroom. As well as being fun, free flowing and relaxed, music lessons are made to be relevant. This will be wonderfully achieved with the aid of Music at Oxford when they come in to lead and facilitate workshops with both teachers and students so that the curriculum for a term is set by the children in that particular class. The experienced Musicians will work with the teachers, aiding them with their own understanding and delivery of the subject whilst fully involving and in fact allowing the children to dictate which direction their learning will go. This serves to create an environment which is child led, but more than this facilitates a learning situation for teachers as well. Everybody feels safe, everybody is involved and growing.</p> <p>We have a music room which is equipped with a variety of instruments: drums, cymbals, triangles and an assortment of percussion instruments as well as keyboards, xylophones small and large and guitars.</p>

<b>Assessment &amp; Feedback</b>	<p>Teachers can refer to the school's Music <a href="#">Skills Progression</a> to assess how children are developing. Using the skills map that is specific to each year group, they are able to decide whether or not a child is yet able to meet the criteria and place them at greater depth if they can do so particularly well.</p> <p>High value is placed on formative assessment, in line with New Marston's own assessment, feedback and marking policy. We use formative assessment across the curriculum to check understanding, inform teaching and next steps and embed knowledge. We do this through a variety of methods including reflecting on prior learning, questioning, mini plenaries, observation and marking. For Music we use low stakes assessments at the beginning and end of a unit. We make a summative judgement of whether a pupil is working at the standard for subjects in our annual reports to parents and carers. <a href="#">The skills progression map</a> is used to inform this judgement, along with team moderation.</p>
<b>Next steps</b>	<ul style="list-style-type: none"> <li>● There will be termly learning walks 2022/23 which will lead to further re-evaluation.</li> <li>● Inventory of instruments</li> </ul>