

Intent:

- To ensure National Curriculum coverage through well-sequenced lessons
- To make music an important part of Bolton and children's learning
- To create engaging and inspiring lessons
- To give children the opportunity to develop their own appreciation of music with the opportunities that we offer at Bolton
- To allow children to be reflective and expressive in Music
- To give children the opportunity to play and learn an instrument

Implementation:

- Charanga is a scheme of work which offers a topic-based approach to support children's learning in music
- A steady progression plan has been built into Charanga ensuring consistent musical development
- By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum
- During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context
- During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition
- Music within school offers whole class boom whacker lessons and ukulele lessons, Young Voices and close links with the local community and our ERA schools.

Impact:

- Music has high status in the school and is greatly enjoyed by all
- It is regularly monitored by the subject leader throughout all year groups using a variety of strategies such as, lesson observations, staff discussions and pupil interviews
- Children have opportunities to perform and rehearse for musical events and all music is valued and appreciated
- Children are knowledgeable about music and the associated vocabulary; similarities and differences in traditions and historical periods are explored
- Pupils are encouraged to talk about their preferences and carry out their own research under the umbrella of music.

Strengths:

- Children receive regular tuition and access to an instrument.
- Opportunities for musical experiences such as Young Voices and music workshops.
- Access to Charanga Music Scheme - this ensures progression of skills throughout the key stages is implemented in school
- Winter Performances and Summer Music Performance for whole school.
- Subject lead has worked very closely with Music service to develop subject knowledge and CPD opportunities.
- Use of Glockenspiels to be used alongside Charanga Units from Class 1 to Class 3.
- Singing and instrument tuition delivered by Cumbria Music Service.

Subject: Music

Next Steps:

- Professional music tutor needs to be employed
- Engage more pupils on YUMU
- Ask the Cumbria Music Service to review our offer and work towards the Music Mark <https://www.musicmark.org.uk/>
- Explore additional composing resources on Charanga



Planning:

- Long term planning is based on the national curriculum..
- Planning has been used from Charanga to ensure progression is evident from Reception to Year 6.

SEND:

- Resources can be modified to be accessed more easily. Children may be ability grouped for the instrument tuition. Charanga provided music at different levels for instruments.
- Children with special talents are encouraged to sing solo or duets in the Winter Performance, lead in songs with two or more parts...

Monitoring and Assessment:

- Assessment takes place through observing the children, discussing their work or self/group/teacher evaluation against criteria.
- The progression grid provided by the subject leader ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.
- Children are assessed according to age related expectations in line with curriculum requirements. This information is recorded and monitored by the co-ordinator.

ELG 1: Listening, Attention and Understanding ELG

Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG 2: Speaking ELG

Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG 17: Being Imaginative and Expressive ELG

Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.