



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – MUSIC

Subject Leader – Miss Cheryl Pearson

July 2019

Subject Overview: INTENTION

Music should inspire children to achieve their best in a creative way; to develop confidence; and to develop their understanding of themselves. We believe that music plays an important role in the development of the whole child at Primrose Hill. We understand that music is vital to our aim of developing children's social, emotional and mental health and is intrinsic to a high quality learning experiences for all.

At Primrose, we encourage children to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons. Every task or project expects children to consider their own thoughts or responses. This happens in lessons and in extra-curricular activities, and also can involve projects outside of the classroom including outside workshops, visits or master-classes.

Music has many cross curricular links, including history, geography, PSHE, SMSC and also through British Values.

Children will

- Respond and reflect on different genres and styles of music
- Be able to explore the emotions listening and playing music can provoke
- Use imagination when performing and composing
- Respect others through group work
- Have respect for all genres of music
- Explore moral issues in music through the style of music history and listening
- Experience, perform and compose in different sized groups
- Take part in school concerts and plays
- Perform outside of the school environment and interact with a variety of people
- Be able to give feedback to others on the music they compose or perform
- Have an appreciation of a wide variety of music from around the world and the UK
- Have respect for a diversity of music through studying different styles of music (multi-cultural)
- Understand the different musical heritages of the music they perform and listen to
- Have the opportunity to go to the theatre or a concert

In music we use a variety of schemes including Charanga, Singing Sherlock and some aspects of Music Express to deliver our curriculum.

Fundamental Great British Values: INTENTION

At Primrose Hill, we are truly committed to ensuring that pupils have both respect for and understanding of different faiths, cultures and lifestyles. Because the demographic at Primrose Hill is predominantly white British, we work hard to make sure children listen to and appreciate a wide variety of music from different countries and cultures. We know that it our responsibility to prepare children to take their place successfully in modern British Society and so in music we ensure that we are respectful when listening to different musical styles. Assembly music is planned alongside the assembly themes, to celebrate and reflect the type of society we live in as British citizens. Across the world, Britain is often recognised as having one of the most diverse and multi-cultural societies where people of all ethnicities, social and religious backgrounds live side-by-side in peace and through appreciating music we can begin

to demonstrate tolerance and freedom of expression. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Together we will make a difference".

Planning: IMPLEMENTATION

At Primrose Hill, music is taught on a weekly basis in all year groups. We are fortunate at Primrose Hill to have many teachers and support staff who feel extremely confident in their teaching of music, and HLTAs and specialist teachers are able to incorporate their own ideas into lessons. Music is mainly taught by HLTA PPA cover, with Music specialists delivering the music curriculum for Year 4 (Brass) as part of the Wider Opportunities provision offered through Lancashire Music Service. Music is regularly used to compliment learning in other areas of the curriculum. In addition, children also sing within KS1 and KS2 singing assemblies.

Planning should follow the format of - Listening and Appraising; Musical Activities - creating and exploring; and Singing/playing and Performing. We have made a decision to use a variety of resources to support the teaching of music, including Charanga, Singing Sherlock and others to enable us to personalise the curriculum (including ensuring it reflects the multi-cultural country in which we live).

Assessment: IMPLEMENTATION / IMPACT

In class, the teachers themselves monitor the progress of individual children and differentiate aspects of lessons to suit the needs of different abilities. Termly grade assessments are used to monitor progression within each class.

Children who are particularly talented in Music have the opportunity to join our recorder club in KS1, Brass Band in KS2 and school choir in KS2 and through these clubs have the opportunity to be involved in a wide variety of events within the local community.

Whilst termly data gives a snapshot of attainment and progress, standards in music continue to be monitored in a variety of ways. Governors are well informed of standards through annual Governor Weeks, in which members of the Governor body spend time in school, experiencing music lessons, assemblies, singing practice and talking to the children. They are also regularly informed through Annual Impact Reports to Governors, School Development Planning and reviews. Next step priorities are highlighted in Subject Development Plans and Budget bids.

Collecting evidence: IMPLEMENTATION / IMPACT

At Primrose Hill Primary School we believe that all pupils should have the opportunities to share their pupil voice. We do this in a number of ways. The curriculum allows opportunities for pupils to develop the skills, knowledge and understanding when using their pupil voice. The subject leader finds out pupils opinions about the teaching of Music and the content covered through interviewing selected pupils. The subject leader acts upon the comments and suggestions of pupils wherever possible.

Evidence is collected by the individual music teachers in the form of photographs and video recordings.

Enrichment opportunities: IMPLEMENTATION / IMPACT

We have a wide range of tuned/un-tuned percussion instruments. These instruments are regularly used throughout the whole-school in class music lessons and extra curricular clubs.

We have an active and successful school choir who have won Chorley District Choir Competition for two years (2017,2018) and runner up (2019). In 2018 they were selected to sing at the Lancashire Games Event.

KS2 choir take part in the Blackburn Sing Together project each year, and are selected to sing at Blackpool Tower. We recently took part in the Sing Together 10th anniversary concert at Blackburn Cathedral. Many of our pupils have been chosen to sing solos. They also sing at school events such as the Christmas Fair, and have sung at the local Library to entertain library visitors.

Year 4 Wider Opportunities Brass group were asked to performed at Lancashire Headteacher Conference with Sean Hartford from OFSTED in attendance (2018).

A New French Horn group began in February 2019, to enable children to learn to play an endangered instrument.

EYFS and KS1 have the opportunity to visit the pantomime each year to see performers at Blackburn St Georges Hall, and KS2 children visit Bolton to see plays and performances, often with a musical aspect.

Our Recorder Club for KS1 children helps to promote a love of learning early in our children's development, and Out of school clubs support learning

Opportunities for children to learn Guitar on 1-1 or in small groups from Year 1 onwards.

EYFS, KS1 and KS2 all take part in high quality performances either at Christmas or at the End of Year. This includes singing in parts, solos and harmonies in both KS1 and KS2.

Outside visitors such as Folk Groups (the Young 'Uns) and Rock Percussion (Jeff Rich – Status Quo) and Up Beats (Classical 3 piece and workshops) enhance learning and a love of music and musical performance. The workshops with the Young 'Uns included creative music and appreciation of a variety of musical styles.

Upbeats group from Lancashire used in Year 3 to support and develop wider participation in instrumental teaching, and this impact will be tracked over the next and future academic years. This will include signposting of pupils to out of school activities. New French Horn Club has 15 members in Year 3 and was started after this up beats session.

Specialist teacher support in Year 4 (Brass) means high quality instrumental teaching takes places within the school day, and higher achieving pupils can continue with Brass lessons across Year 5 and Year 6 and are invited to attend Brass Band practise. Children have played at Guild Hall in a celebration performance which was thoroughly enjoyed by the children and parents alike.

Music in the form of singing is also always used to support the teaching of subjects eg Maths and Phonics in KS1 and also as part of daily routines and expectations.

Targets: IMPACT

Embed new assessment procedures, for all groups	Some use of assessment has taken place (end of year). Continue to develop termly tracking of data
Continue to monitor plans and look for ways of stretching more able pupils within the lesson	Focus on More Able Children through lessons and music tuition
Develop more opportunities for singing across KS1.	Children have developed confidence with singing and performing (for parents) Singing Assembly for KS1 started in academic year 2018-2019
Provide the opportunity for upper KS2 children to play in the School Band	Year 5 and Year 6 Brass players have rehearsed throughout the school year. For the Summer Term, Higher Achievers from Year 4 were invited to form a Mini Brass Band.
Provide the opportunity for Y5 and Y6 children to continue brass lessons in small groups	We currently offer small group lessons. Some children are preparing for exams.
Provide the opportunity for children to learn the guitar	Children from Year 1 upwards take up the opportunity of guitar lessons with Broughton Music Academy.
Support staff in using cross curricular elements of Sing Up as a resource	Sing Up songs are received enthusiastically in KS2 singing assemblies. They have also been used by the choir and for the Leavers' Assembly. Staff to encouraged to use it more to support the curriculum.

Replace/add to resources	> More recorders purchased for larger class sizes
Key Stage 1 Recorder group	> Well attended addition to the music curriculum in Key Stage 1. This will continue next year for Year 2 children as numbers grow in school.

Impact of staff training: IMPACT

The Subject Leader has had the opportunity to work alongside the Music Support Service to audit current provision and leadership of the subject. Reports show that music is developing well, and that targets set for SDP are appropriate to the development stage of the subject.

Choir leaders have had the opportunity to undertake high quality singing training as part of the Sing Together project, and this has had an excellent impact on KS2 singing practises.

Cluster group work via the Leyland cluster is led by Primrose Hill, and has developed into opportunities to share good practice and find common ways to develop monitoring and evaluation of music.

Future Targets: FUTURE INTENTION / IMPLEMENTATION / IMPACT

More opportunities for master classes from a wider range of musicians to inspire wider participation in music, and enabling more opportunities for children to play instruments outside of school.

More opportunities for engagement with the wider community, not just through Choir.

More opportunities for singing in KS1 and develop KS1 singing group.

Focus on continuing to raise the number of higher attaining pupils in each year group.

Use new curriculum in music (begin September 2019)

Work within cluster with continued focus on Monitoring and Evaluation.