



## Altmore & Lathom Schools Federation

### KS2 Music Intent/Policy

Subject Lead: Adam Lee



#### Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow.

Intent What will take place before teaching in the classroom? What are we trying to achieve?	Implementation What will this look like in the classroom? How do we deliver our curriculum?	Impact How will this be measured? What difference is our curriculum making?
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> <li>- Ensure that our school values are at the heart of the curriculum design</li> <li>- Ensure that the Subject Lead have appropriate time to develop, monitor and support staff in Music</li> <li>- Provide an adequate budget to ensure that standards can continually be raised.</li> <li>- Support opportunities for my own professional development</li> <li>- Ensure that the requirements of the National Curriculum for Music are met</li> </ul>	<p>The teacher sequence will:</p> <ul style="list-style-type: none"> <li>- Prior knowledge: Ensure learning from previous sessions is reviewed, prior to starting lessons and during</li> <li>- Specify key subject specific vocabulary to be used, clarify and define its meaning in context.</li> </ul> <p>The Charanga scheme of work is used for all Key Stages to ensure a wide exposure to different genres of music, with practical opportunities to explore and develop as musicians and singers.</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> <li>- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>- develop an understanding of the history of music.</li> </ul>	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> <li>- A developed understanding each area of the curriculum:</li> <li>- A progression of understanding with appropriate vocabulary, which supports and extends understanding</li> <li>- Confidence to discuss their own work, identifying their strengths and areas for development</li> <li>- Reflect on their learning over time and changes they would make to improve</li> <li>- Children to use Home Learning as a vehicle to demonstrate greater knowledge and skills</li> </ul>
As a subject leader I will:	The classroom will:	Displays and books will show:



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- Understand and demonstrate knowledge of the Music curriculum and support other members of teaching staff
- Ensure an appropriate progression of knowledge and vocabulary is in place which builds on prior learning and supports children in knowing more and remembering more
- Ensure the children learn new skills year on year and build on these skills as they progress through the school
- Create long term planning which ensures appropriate coverage of knowledge, skills and vocabulary, identifying what we want children to know by the time they leave our school
- Encourage teachers to support pupils who have been identified as needing additional support and extend G and T.
- Raise the profile of Music through best practice, modelling lessons as appropriate to new staff, NQTs and peers to support continued professional development.
- Involve the school in Musical events, including participation in events such as 'Newham Harmony'
- Continue to liaise with Newham Music and keep up to date on current developments in music education and disseminate information to colleagues
- Ensure that all staff have access to professional development including observations of outstanding practice in the subject
- Plan extra-curricular opportunities in music for children such as after school clubs and East Ham Orchestra
- Consider how my subject supports PSHE & British values

- Provide a safe and stimulating environment to engage the learners and promote music
- Include an appropriate area to display Music work and appropriate resources including key vocabulary and question prompts
- Be organised so that the children can work in small groups or whole class to support their development in Music

#### The children will be:

- Engaged because they are challenged by the curriculum
- Resilient learners who overcome barriers and can reflect on their learning, understanding their strengths and weaknesses
- Encouraged and nurtured to overcome any barriers to their learning, listen to feedback and reflect positively on how to improve
- Gaining confidence over time in their musical skills, using well thought out planning, to practise and hone skills.

#### Children will also:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

#### The class teacher will, with support from myself:

- Use Charanga scheme of work and plan and resource specific learning for their class, thinking about the end point and the needs of the children in

- Displays will support and 'capture' learning, celebrate pupil performances, include pupils' reflections and include subject specific vocabulary
- Written reflections and videos of performances will show a clear, defined learning journey which demonstrates progression of knowledge and skills in line with expectation set out in National Curriculum that over time, ensures all areas of the Music curriculum is covered

#### As the subject leader I will:

- Collate evidence over time which demonstrates that pupils know more and remember more.
- Monitor the standards in Music to ensure the outcomes are at expected levels.
- Monitor the standards within planning to ensure the outcomes are reflective on the skills within the progression grid.
- Through pupil voice assess impact of learning relating to progress skills and use this to inform next steps.



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their class

- Seek support and guidance for a particular subject and skills gaps prior to teaching the unit
- Provide our children with a variety of opportunities, which will result in children meeting the skills required to progress throughout the academic years in KS2
- Evidence children's learning journey through videos and written pupil reflections using appropriate vocabulary

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.