



Music

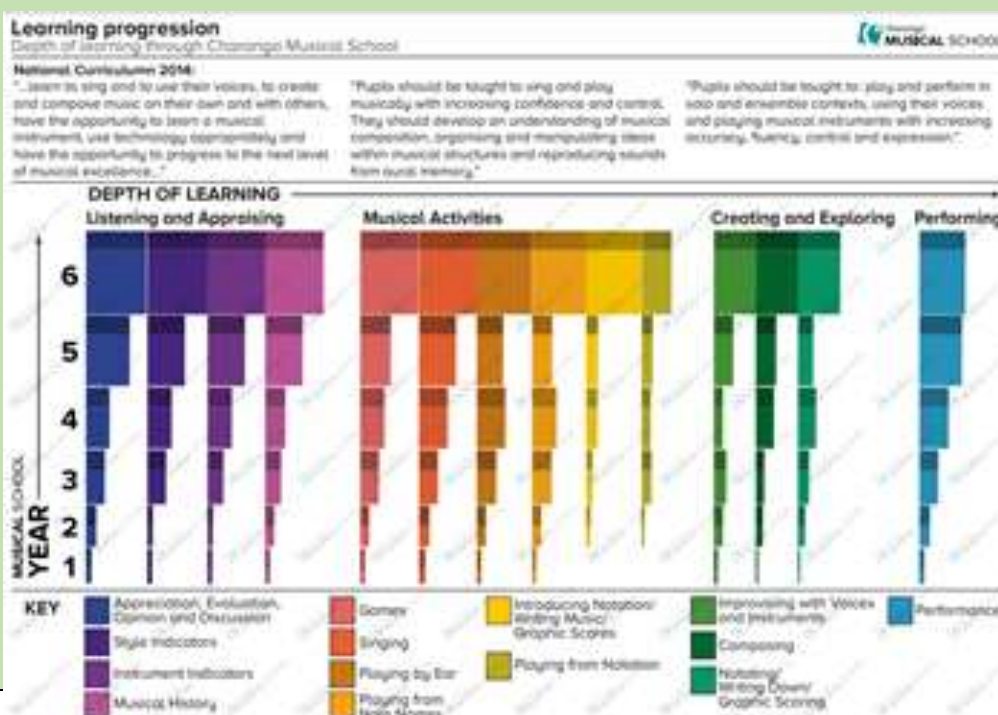
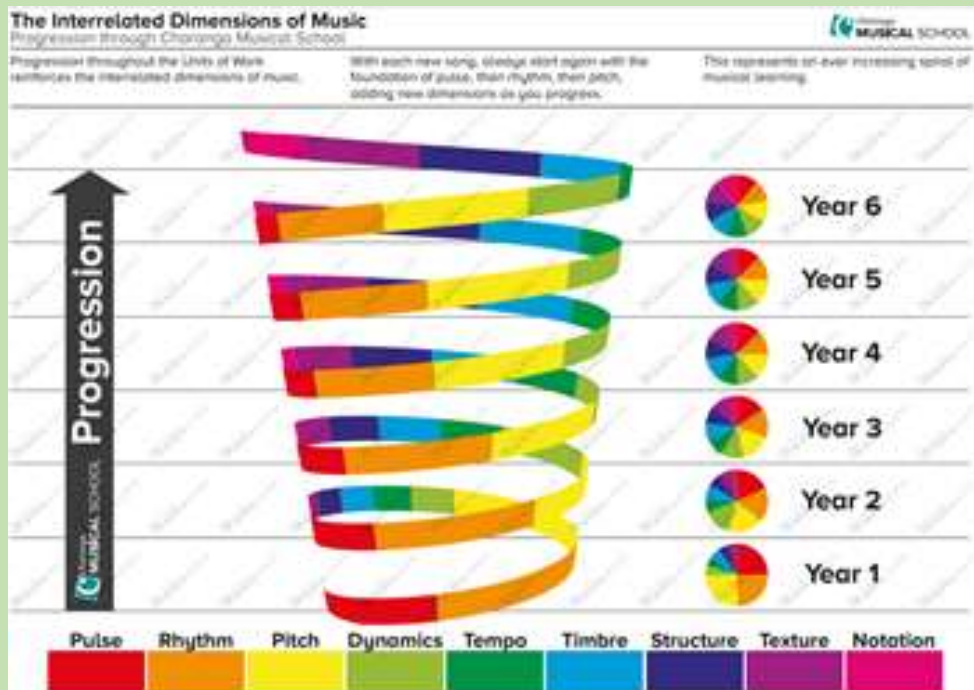
Intent

A love of learning and the success of every child at the heart of all we do
The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
<p>At The Topsham School we offer an inclusive Music curriculum that is accessible to ALL of our children. As a school, we acknowledge the powerful impact of music in bringing everyone together through whole-school singing, ensemble playing of a variety of musical instruments, the joy of listening to and watching our peers perform and the exciting explorative opportunities that Music lessons bring. Our Music curriculum ensures that children make good progress in this subject, building on their previous skills and knowledge as they transition through our school, engaging in an ever increasing spiral of musical learning. Our children are welcomed into the world of Music by passionate staff who spark their interest in this subject and promote active exploration during Music lessons. Music lessons at The Topsham School are engaging, collaborative, challenging and enjoyable for all. Through our Music Curriculum, our pupils are afforded opportunities that some may not experience outside of school. Our Music curriculum ensures that pupils are introduced to a range of different musical genres, a vast array of musical instruments and the chance to both perform and watch live performances delivered by other pupils at The Topsham School, visiting musicians and performances within our local area. As a school we aspire to ignite a love of Music in our pupils and provide them with the skills, knowledge, experience and confidence to truly believe that they really can, perform like a Musician!</p>

Implementation

A love of learning and the success of every child at the heart of all we do
The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
High Quality Planning
Substantive Knowledge and Experiences in Music
<p>A progression of Skills and Knowledge for Music has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2. We have chosen to invest in Charanga as this ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge.</p> <p>Charanga as it is supported by Devon Music Hub, providing access to quality CPD including subject knowledge support and a wide range of instruments to enable whole class music tuition. As a comprehensive music programme, Charanga ensures that all of our children receive high quality music lessons, enabling them to make good progress in this subject, whilst adhering to all aspects of the new Model Music Curriculum.</p>

Please see below for an illustration of the interrelated dimensions of Music and learning progression.



Disciplinary knowledge and Critical thinking skills in Music

In Music, to supplement the planning of Music, we use Bloom’s Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning.

Through the planning and teaching of Music, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work ‘like a Musician’.

Metacognition: Developing and supporting Positive Attitudes to Learning in Music

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every Music lesson and sequence are: practising, making links, cooperation and independence and perseverance. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children in understanding how they learn and what they need to do themselves to achieve and succeed.

High Quality Teaching and Learning in EVERY subject

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful Music Lesson will:

- Be taught by passionate teachers who instill a love of Music.
- Be inclusive of all children despite any barriers to learning.
- Be engaging, enjoyable and purposeful for all students.
- Be explorative and allow for experimentation with a range of instruments and materials.
- Be of high quality and appropriate for the age and stage of each year group.
- Introduce and revisit higher-level vocabulary linked to this subject e.g. ‘pulse’.
- Promote collaboration, empathy and listening skills.
- Build on previous learning, further developing skills and knowledge in this subject.
- Produce good quality purposeful discussion and reflection.
- Elicit curiosity, excitement and enjoyment of Music.
- Encourage children to take risks in their learning, stepping out of their comfort zone.

<ul style="list-style-type: none"> Acknowledge pupils' progress and celebrate achievements so that pupils are proud of their accomplishments. 						
<p>Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.</p>						
<p>Shared values focused on high quality outcomes for all of our children.</p>						
T	O	P	S	H	A	M
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated
<p>SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.</p>						
<p>Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school</p>						
<p>High Quality, Enabling Environment</p>						
<p>Floor books, performances and performance videos showing the progression of sequences, supporting children to see the learning journey; where they have come from, where they are going and to celebrate their achievements.</p>		<p>Learning Powers clearly linked to the learning sequence</p>			<p>Children independently access high quality resources that engage and allow interaction</p>	
<p>Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process</p>						

Impact:

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

<p>Monitoring and Supporting High Quality Planning and Timetabling Music is planned for by Charanga and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.</p>
<p>Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.</p>
<p>Monitoring and supporting High Quality Teaching and Learning</p>

Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in Music will be seen through a sequence of learning across the year. Teachers will plan two elements of assessment based on knowledge and understanding,
Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

Monitoring and Measuring Progress through assessment and published data
In Music we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in Music are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

School Improvement Priorities

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching

Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children