



Music Expectation Document 2022-2023

Intent

At Broadway we intend to make music an enjoyable, exciting and enriching learning opportunity. Our curriculum aims to develop an appreciation of music and inspire a new generation of musicians. Early within the Reception Year, children will learn to make music and sounds using their voices, their bodies and instruments through an experimental approach. Children will continue to explore music through a variety of experiences within Key Stage One, using a range of musical instruments and their bodies. The aim is to build children's confidence to express themselves through all aspects of music and to have a positive attitude by 'having a go'. Our curriculum is based upon the DfE Model Music Curriculum and structures learning around the key threads of singing, listening, composing and musicianship and performing. Children will be exposed to a variety of genres, learn to develop their descriptive language skills, and learn to take pride in their opinions and achievements.

Implementation

Presentation and Recording

- Aspects of music lessons may be recorded and saved on Teacher Shared Folders or on Target Tracker (from Term 5 2023).
- Evidence may be recorded in "Learning Books" when activities are completed on paper.
- Some evidence may be recorded in Floor Books (in Year 1) when whole class discussions and learning has been carried out.
- Recording of musical learning may be recorded on Target Tracker through observations in the EYFS setting.
- All books should have a marking policy stuck in the inside cover.
- A sticker with the learning objective and date (may be added by the children) is stuck in the books where applicable.
- Teachers should make use of a **range of methods** to capture children's learning, including: photos, quotes from children; observation; and children's written work.

Coverage:

- Curriculum breakdown and the progression of knowledge and skills show how the subject is planned and sequenced.
- The time spent teaching Music equates to roughly one hour a week. Although this may be taught in larger blocks rather than weekly.
- Music is taught every short term in both Key Stage 1 and the EYFS setting.

Environment:

- Musical instruments are available on the music trolley which is in the hall for children to access during lessons and other times throughout the day.
- A wide range of musical instruments are also available in the Year R and Year 2 corridor for children to see, discuss and explore.
- A musical display may be visible in the hall to show a musical score, the song of the term and the children who are in our school.
- Sound systems are available in all classrooms and the school hall to enable children to listen to a range of music genres and support their listening development.

Assessments:

- **At the beginning of each topic:** the children will be given an opportunity to show what they already know about the topic and the teacher will use this, alongside their knowledge of prior learning in the subject to adjust planning and next steps.
- **At the start of each lesson:** Children will participate in a review, recall and remember discussion which support the children to recall and discuss learning from the previous year, term and lesson. In Y2 children may complete a quiz which includes up to 3 questions based on the core knowledge identified in the curriculum breakdown (if a quiz is used the review grid will not be used).
- **Within each lesson:** Assessment for learning strategies (questioning, oral feedback, self-assessment, peer assessment, observations) are used to adjust the teaching and learning for both individual pupils and the class as a whole. Class teachers will note areas of difficulty/misconceptions and make adjustments within the lesson or the following sequence of lessons to address these.
- **At the end of each lesson / unit:** teachers will use a tracker to identify children who have not met the learning objective within lessons and those who have demonstrated mastery. This tracker gives an overall assessment of the children within the topic assessed against the learning objectives covered.
- **In Reception,** the children are assessed at a data point at both mid-year and end of year.
- **At the end of the year:** In the summer term, teachers use their assessments from all the units of work to make an overall judgement upon whether each pupil is working at, above or below the expected level and reports this to parents.

SEND / Vulnerable Pupils

- SEND Strategies for use in Quality First Teaching and Support Plans document details support for SEND / vulnerable pupils in all curriculum areas.
- Individual SEN pupils have their own support plans and targets.

Impact

To gain an overall picture of attainment in Music across the school, the subject leader regularly undertakes a range of monitoring including pupil voice, learning walks, book scrutiny and a review of planning. They also analyse the assessment data and identify areas where the subject needs to be further developed.

Children demonstrate a love of music through the engagement of performances, extracurricular activities and opportunities in and beyond the school environment. There is a positive profile of music across the school, recognised by the pupil and parental engagement throughout the school year. Children demonstrate a love of music and a willingness to develop their listening and concentration skills through the music curriculum. Children are developing their confidence in giving their opinions about music and begin to give reasons for these. Children across the school will continue to develop their musical ability, now and in the future.