



Subject on a page – Music

Intent Statement

Music is a universal language that transcends different cultures, abilities and generations. Music stimulates responses, on an emotional and intellectual level. It also allows for personal expression and can play an important part in the personal development of an individual.

At William Booth, we believe that music can make a difference to all children's lives, helping them to grow and develop their own identity, as a source of joy, self-worth and achievement, personal fulfilment and as a tool for social cohesion.

Our vision is to provide a high-quality music education for all of our children and support them to become their very best. We are committed to providing inspiring musical opportunities and progression routes that are accessible and inclusive.

Implementation: Curriculum links

Where possible, Music Hub teach songs and music that links to our curriculum topics in KS2.

In KS1, we sing songs link to our curriculum topics.

Implementation: Resources

Nottingham Music Hub, who follow the Nottingham City Music Progression Framework, support our key stage 2 staff.

Our Early years, KS1 and Year 3 staff are supported by Charanga, which provides carefully scaffolded learning opportunities to promote success and progression for all.

Implementation: Teaching and Learning approach

The curriculum in Music: Music is essentially a practical subject, which is enjoyed by all. We aim to encourage awareness, enjoyment and appreciation of music in all its forms; develop imagination and creativity; help children of all abilities develop positive attitudes and to experience success and satisfaction in music and to offer opportunities to perform, compose, listen and appraise.

All children at William Booth School have the opportunity to learn to play either the violin, cello or viola in Key Stage 2 with the guidance of specialist staff and will take part in performances throughout the year, culminating in a whole school celebration concert at the end of the academic year.

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

- Children are active participants in music lessons
- Music should be taught throughout the school and be embedded within our learning and ethos.
- As well as music lessons in class, whole school singing sessions take place weekly.
- Pupils are given the opportunity to listen to a range of music at the beginning and end of assemblies.

Implementation: Environment

Our school value of 'Experience Life' is celebrated in displays across school.

Our music display board celebrates the learning taking place in school.

Implementation: Feedback

Children receive verbal feedback within lessons.

Children evaluate their own success using recordings of their performances

Children are graded and given music "stars" throughout years 5 and 6 to reflect their achievements towards their grade 1 or 2 music exam

Implementation: How groups are supported

(SEND, GDS, PP, disadvantaged, EAL)

- SEND – adapted instruments
- adapted music
- additional adult support
- additional small group sessions
- collaborative practice and performing

Impact: Evidencing

Videos of In Harmony lessons on Showbie

Videos of Charanga lessons taught in KS1 and Year 3 on Showbie

Videos of performance

End of year performance

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and Showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)

Impact: Assessment

Children sit graded exams in key stage 2

Lesson observations

Pupil voice

End of year performance