

Intent

Music at Christ Church embodies our vision of *life in all its fullness* and we recognise the important contribution music in general makes to everyone's lives. We feel all children are entitled to a high-quality, inclusive music curriculum from the moment they join our school. This will hopefully instil a life-long love of music which can be a useful vehicle for self-expression.

Our skills progression aims to build children's knowledge and understanding of music theory throughout the school. Alongside this, our carefully mapped out content strives to widen the children's musical repertoire as they move through our school and seeks to enculture them.

As the children enter key stage two, we endeavour to introduce the children to a tuned instrument which they have the opportunity to learn over a number of years. We hope, through this exposure, that children will choose to continue learning an instrument throughout their school life, although we recognise many will not choose to do so.

We feel that it is our responsibility to provide children with occasions when they can perform individually and as groups to help build confidence and self-esteem as well receiving feedback from a live performance, which can be a powerful motivator.

Our aim is to provide a breadth of wider opportunities in music alongside our curriculum offer so that children have the necessary cultural capital to prepare them for future success and participation in diverse and unique communities. Music can be a way of communicating with people around the world through a shared, universal language.

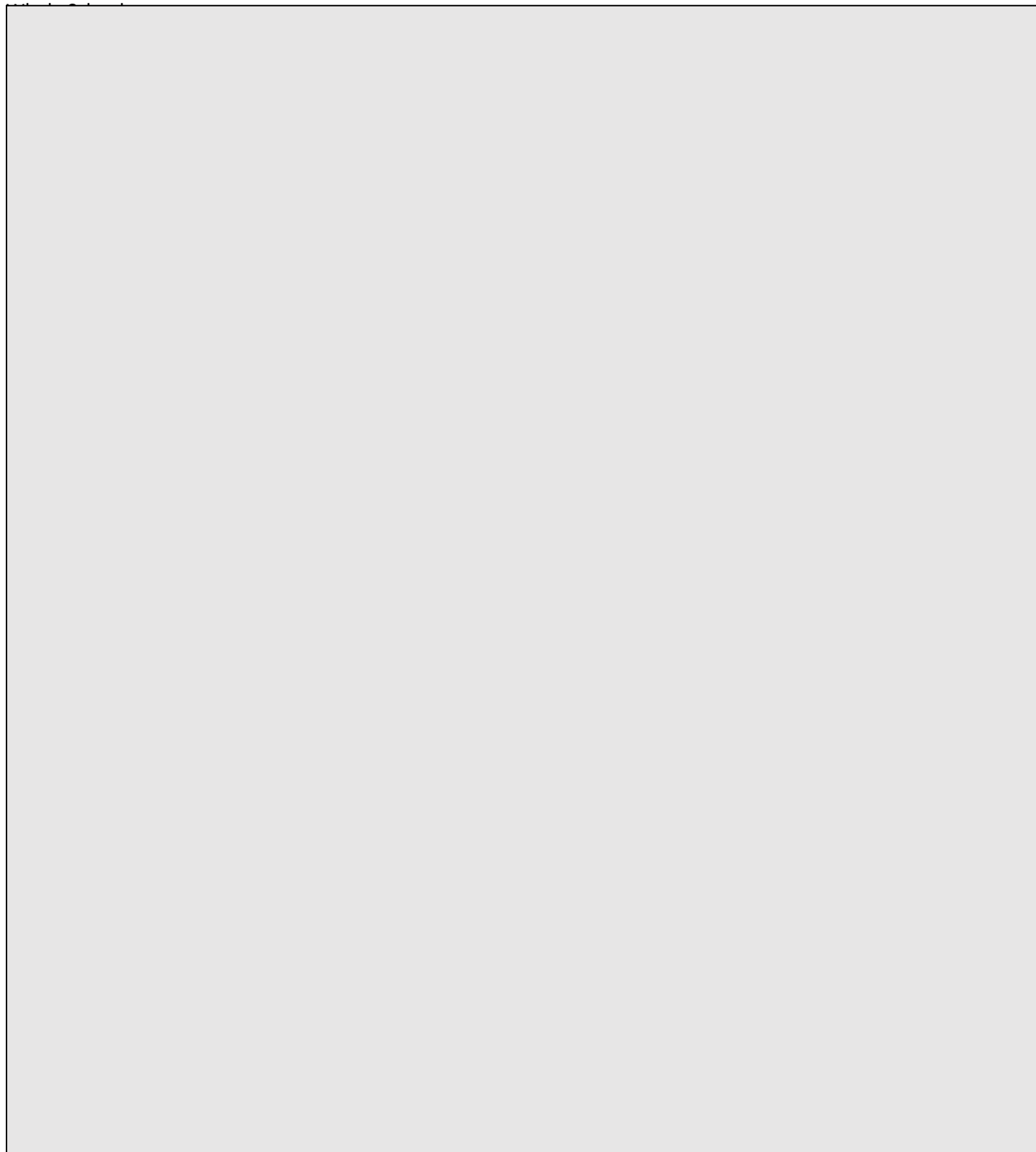
Implementation

- Music is taught by a music specialist to ensure children have access to high-quality teaching and learning
- Despite being taught by a specialist, music is given high-priority and status by all teaching staff and members of SLT because of the recognisable benefits and contributions afforded by this curriculum area.
- Music follows a two year cycle of topics to allow the teacher to use similar materials across two year groups while still observing the progression map to make the learning relevant for each year group
- Summative assessment in music is closely linked to the progression of skills to ensure we are always driving standards forward year upon year
- Music has a dedicated teaching space where all resources are stored. The space is versatile enough to allow for group work, playing instruments and standing to sing (which allows good posture and correct use of the diaphragm).
- There is a strong tradition of providing a variety of excellent wider opportunities, for example, choir (open to all children), musical instrument making, after school music clubs, music assemblies where children can perform on their instruments, individual music tuition, class instrumental tuition and more.
- Music often features heavily in our biannual Christ Church Arts Project (CAP) where children are given fantastic opportunities to perform to different audiences, meet and work with experienced musicians and be exposed to the spiritual moments this can provide.
- Strong curriculum links are routinely made, using singing/music as way of consolidating learning in other areas of the curriculum. Each termly class assembly usually contains a song, performed to a high-standard, about another area of the curriculum.
- The school maintains strong links with the Camden Music Service who are supportive and fantastic music advocates
- During both home learning periods, class teachers used materials from Oak Academy to allow the curriculum to continue to be delivered by music specialists.

Impact

- Children enjoy their music sessions and show great enthusiasm when talking about the subject area
- Cumulative building of musical theory and practical skills, children are able to transfer prior knowledge and make links
- Sense of belonging through performing as a group as well as spiritual development
- Music has helped build children's confidence, self-esteem and encouraged risk taking
- Provided an opportunity for more creative children to shine in a creative subject area
- Music is an integral part of life at Christ Church School

Last year's standards:



Last year's key developments and successes in 2020/21:

- Review the wider opportunities instrument lessons provided by Camden. There may be other options available instead of recorders – 20/21 target achieved. The recorder remains to be our best option, the children learn it well and can play as a cohesive group. The new music teacher recruited in Summer 2021 is looking to focus on the whole class playing instruments as a large band, this will undoubtedly involve the purchase of new instruments (which will need storing) and widen children's exposure to playing different musical instruments.
- Continue endeavouring to mitigate the impact of Covid on the music curriculum and our wider opportunities. This involves further refining planning to ensure maximum coverage of knowledge and skills while there are challenges with delivering the music curriculum – 20/21 target partly achieved (a plan for year 21/22 has already been formulated.) The progression of skills document is due to be further refined to make it more focused and streamlined. Use of the Music Model Curriculum to help review the skills progression as well as to compile a bank of songs to sing

and music to listen to. In the summer term, years 2, 3 and 4 started their recorder lessons (this closes the COVID gap by including classes who missed starting recorders) and the wider offer of music after school became available again with high levels of participation.

- Successful recruitment of a new music teacher at the end of the summer term 2021 – 20/21 target achieved
- Use of Oak Academy by class teachers to deliver the music curriculum while school closures in place – 20/21 target achieved – see below

Anti-racist curriculum review

Music has always been identified as an excellent vehicle in primary school to promote diversity and different cultures/traditions. The model music curriculum produced in March 2021 has, in itself, become an excellent resource to help support and promote these aims. It encourages engagement with different music traditions from around the world as well as listing a range of different composers (classical and modern) from a range of different backgrounds.

Our school-compiled singing list also aims to include songs from different cultures and, where songs are no longer deemed to be culturally appropriate, they have been removed. We will continue to keep our anti-racism review in mind as we continually review and refine our music curriculum.

COVID impact – remote learning provision and recovery curriculum

Home learning:

Across both periods of home learning, delivering the music curriculum was challenging due to its practical nature and because of the subject specific support children would potentially need at home. The school chose to use the Oak Academy materials which were excellent in terms of providing the children with high-quality examples in a short and engaging session. They covered key basic concepts which we were able to build upon when the children returned to school.

We also tried to keep the children singing and created collaborations, like ‘Count on me’ by Bruno Mars, to help use music as a way to lift spirits.

Recovery curriculum:

The DfE recovery curriculum document suggests schools continue to teach music as part of the broad and balanced curriculum for education recovery. Teaching a broad and balanced curriculum has always been Christ Church’s main aim. However, in addition to this, they suggest that a key priority in music should be that children from Reception to Year 9 return to singing and playing instruments, alongside using music technology. Further information can be found in the DfE document, *Teaching a broad and balanced curriculum for education recovery* (Nov 2021) pages 27 and 28.

Key targets and actions moving forward (development priorities for 2021/22)

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. As part of curriculum recovery, ensure that opportunities for musical performances take place and any further wider opportunities are capitalised upon. <i>All children have the opportunity to musically perform</i>	<ul style="list-style-type: none"> - Participation in the Camden music hub (including taking up opportunities for performance, collaboration etc.) - Bring the children together (COVID permitting) to perform again both with each other and to each other. - Bring back whole school music assemblies and contributions from music in class assemblies - Opportunities to see/hear high quality performances - Wider opportunities music to continue alongside after school instrumental tuition - Reform choir and build repertoire and capacity to perform at events
2. Successful induction of music teacher with a review of the progression of skills to ensure they fit <i>Music specialist teacher is a valued and integral part of the school, and is teaching curriculum music in line with the agreed progression of skills.</i>	<ul style="list-style-type: none"> - Value the professional contributions the new music teacher will be able to make to our school/curriculum. Ensure there is freedom to allow them to be creative whilst delivering key concepts and skills. - Review progression of skills to check this fits with any new initiatives and ways of working the music teacher may want to contribute to our school. - Check resourcing – do we need any further resources to facilitate lessons
3. Recording of music learning/lessons <i>There is a record of the children’s learning that they can talk about and revisit.</i>	<ul style="list-style-type: none"> - Connecting learning: By watching previous performances of themselves, they will not only have an opportunity to see areas for improvement, they will also see the interconnectedness of their learning and how it builds.

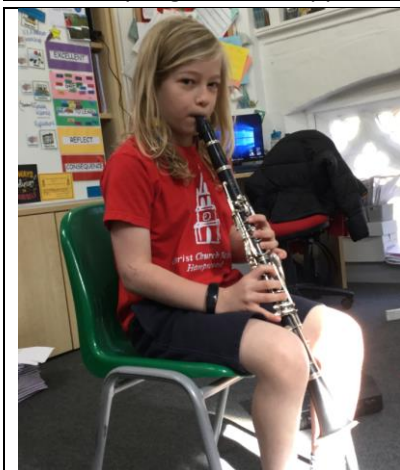
- To begin by capturing key performances which demonstrate the concepts and skills they have learnt from the curriculum progression document.
- To do this in a way that doesn't slow down/inhibit the valuable learning time they have in music.
- To explore how pupil voice can be used as a strong element of recording the children's learning in music.

Work Sampling – Curriculum Learning:



Lessons were adapted to fit with COVID restrictions relating to singing and playing wind instruments. Children listened to music in classes, participated in body percussion sessions and class teachers used the Oak Academy materials to ensure the music curriculum continued to be covered.

Work sampling – Wider Opportunities:



Children across the school continued to have the opportunity to perform through class music sharing sessions



Children showed their passion for music through their 'Have Your Say' Presentations, with one being entitled, 'The Power of Music.'

Pupil voice

Through our most recent pupil voice session involving the whole school, children spoke positively about music. The children being able to talk positively about their learning in music is important since recording individual work in this subject area is not always possible. The children highlighted:

- *We did body percussion which has really helped me with the STOMP clapping and rhythm we are doing this year*
- *We use instruments to help learn about the beat of music. We also sing songs.*

- *We have been thinking about volume and vocabulary like crescendo. We have also been creating a class production using instruments.*
- *We have created rounds and canons*
- *We have learnt vocabulary like tempo, beat, rhythm, loud and soft*
- *We practise over and over again and then we build on it a little more each lesson*
- *We practise a skill over and over and then the teacher introduces a song or game that uses that skill.*
- *In Y4 (in previous years) we made instruments but to see how they make different pitches. This has helped me to understand how the instruments I am playing work.*

What makes our curriculum provision for Music exceptional and beyond the expected?

- Christ Church Arts Project (CAP) – Pre-Covid, a large number of our CAP projects would be music focused. They would be whole school focused and involve children performing together at a high level in concerts and productions.
- Children work collaboratively in lessons to produce high quality music which involves a high level of skills, for example, listening to each other and adapting how you play
- Sense of achievement and opportunities to perform – builds confidence (wider curriculum skills)
- It inspires children and shows that every child can be a musician
- Excellent musical role models to aspire to
- Access to individual music lessons
- Access to an active and supportive music hub who support the delivery of the curriculum and promote diversity in the repertoires they ask the children to learn

Key points for discussion with governors about this report

- Induction of music teacher
- Some of the constraints linked to COVID which were specific to music
- Plans for helping the music curriculum to recover and successes already in this area