

### 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. Specialist music teaching has increased to two days per week from September 2022, signalling the school's commitment to high quality music teaching.
- 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. Class teachers regularly attend and support in music lessons to provide CPD and ensure that they


are fully involved in their class music learning.

- Each class has a weekly music appreciation and singing session focusing on listening to, appraising and responding to a diverse range of music and a weekly 'studio' session focusing on ensemble performance and composition skills.
- 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). Friends Association (PTA) fundraising in Summer 2022 enabled the purchase of additional musical instruments and equipment including microphones, amps, guitars, drums and music software.
- 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, individual music tuition, class instrumental tuition (Y2-4 whole class recorder lessons) and more.
- There are a range of planned music performance opportunities including termly music assemblies where children can perform on their instruments, choir performances in church services and other school events, class assemblies and annual music performance in the playground.
- 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 and spaced retrieval 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 and facilitate a range of opportunities for music making and performance with groups of children from local schools.

## 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.
  - All children participate in high-quality performances, developing rehearsal and group work skills, as well as a sense of pride in their performance.
  - Positive impact on wider skills, such as listening carefully, teamwork, collaboration, celebration of the achievement of others.
  - Music supports in building children's confidence, self-esteem and encourages risk taking.
  - Music provides an opportunity for more creative children to shine in a creative subject area.
  - Music is an integral part of life at Christ Church School.
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- A photograph showing a group of young children in a classroom or rehearsal space. They are wearing red school jackets over white shirts. Several children are pointing their right index fingers towards the left side of the frame. They appear to be engaged in a music activity or a group performance. The background shows other children and parts of the room, including a whiteboard and a small table.



### Whole School standards – three year trend

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Last year's key developments and successes in 2021/22:

1. **As part of curriculum recovery, ensure that opportunities for musical performances take place and any further wider opportunities are capitalised upon.** *All children have the opportunity to musically perform. 21/22 target achieved*

Wider curriculum, personal development and enrichment opportunities were built back over the year to above pre-COVID levels, including music enrichment and performance opportunities. This included opportunities for all children to perform in class assemblies, a summer 'performance in the playground' and termly music assemblies (all to a parent/school community audience). The choir returned to performing as part of Sunday church services three times each term and Y4, 5 and 6 took part in music cluster performances with other local schools.



2. **Successful induction of music teacher with a review of the progression of skills to ensure they fit.** *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. 21/22 target achieved*

Specialist music teacher was successfully inducted into school routines and the profile of music across the school has been considerably raised. This resulted in very successful music fundraising by the Friends Association, for example. Specialist music teacher will increase time in school to two days per week from September 2022 to further develop music at Christ Church. Refinements to curriculum progression documents have been carried out in collaboration between music subject leader and specialist teacher.



3. **Develop systems for recording of music learning/lessons.** *There is a record of the children's learning that they can talk about and revisit. 21/22 target achieved*

Music profiles set up on school computer system for all classes. Key learning and performances are recorded on the new music ipad and saved in these profiles to refer back to, for children to evaluate performance and for assessment purposes.

4. **Review curriculum alongside the Model Music Curriculum.** *Ensuring our curriculum is in-line with guidance from the DfE in terms of alignment of aims and secure progression. Additional 21/22 achievement*

The Model Music Curriculum (MMC) is non-statutory guidance published in March 2021 by the DfE. The aim of the MMC is to ensure universal provision of music education. With this in mind, it is important we are using guidance to ensure we are delivering a curriculum which is in-line with other schools and prepares our children for the standards outlined in the KS3 MMC. Our curriculum, although not strictly the MMC, does have a very similar strong progression through singing, listening, composing and performing with high expectations. Other aims of the MMC are:

- \* children in KS1 and KS2 have an hour of music a week - this is the case for EYFS and KS1 (and often split over two sessions). The children in KS2 typically have two sessions a week, both roughly 40 minutes long.

- \* years 3 and year 4 have whole class wider opportunities lessons provided by our Music Hub; these children learn the recorder.

- \* children have access to rhythmic and melodic instruments. This is the case, with the school recently fundraising to renew and further add to the range of instruments that we have.

5. **Exploration of the National Plan for Music.** Ensuring our curriculum is in-line with Government guidance and vision. *Additional 21/22 target achieved and to be continued in 22/23*

A new National Plan for Music Education was published in June 2022 and it replaced the older National Plan originally published in 2011. An early review of the National Plan for Music has taken place and this will be built on in 22/23.



**Review of our recovery curriculum provision:**

The DfE recovery curriculum document suggested that schools continue to teach music as part of the broad and balanced curriculum for education recovery in 2021/22 and 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. Returning to wide enrichment opportunities alongside our broad and balanced curriculum was a main aim of our recovery school improvement plan last year, which was fully achieved.

Key targets and actions moving forward (development priorities for 2022/23)

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. To continue to expand musical resources (both for the teacher and the children).  <i>Children have access to a range of instruments to continue to inspire and foster a love of music/learning music. Teacher has access to high-quality resources to enhance and continue to drive high-quality provision.</i></p>	<ul style="list-style-type: none"> <li>- Check if any further relevant subscriptions are needed with the music teacher</li> <li>- Check if any further musical instruments/resources are needed</li> <li>- Monitor lessons to see what is currently being used (what is most popular) and whether all children have suitable access.</li> </ul>
<p>2. To continue to engage with the National Plan for Music (very recently published) and the Model Music Curriculum.  <i>Ensuring our curriculum aligns with these two documents, in theory (if the vast majority of schools use them), our children will move seamlessly into the KS3 curriculum.</i></p>	<ul style="list-style-type: none"> <li>- Attend music hub training linked to the National Plan and particularly about the Music Development Plan</li> <li>- Conduct a formal review of our music curriculum to ensure it delivers and aligns with the National Plan and that any changes we might make would still mean our curriculum is strong against the Model Music Curriculum.</li> <li>- Chat to colleagues at the music hub about our curriculum and its alignment with KS3 entry points.</li> </ul>
<p>3. To continue building on and expanding our assembly timeline of composers and artists with the children's contributions also included.  <i>Children will be exposed to further composers and artists and this strongly supports pillar 3 of the music curriculum (as well as the other pillars).</i></p>	<ul style="list-style-type: none"> <li>- Continue to build on the children's keenness to engage with the music timeline by continually reviewing and adding to it</li> <li>- Ask the children if they know any composers/artists who could go on our timeline (or even a piece of music)</li> <li>- Continue to research diverse artists which sit alongside more traditional composers</li> <li>- Introduce them periodically whilst revisiting known ones for spaced retrieval.</li> </ul>
<p>4. To collaborate with the music teacher to create a music focused CAP project.  <i>This will enrich and support the curriculum by providing the children with an opportunity to perform their curriculum music formally at a high-level, with parents and other important guests in attendance.</i></p>	<ul style="list-style-type: none"> <li>- Discuss with the music teacher their capacity to undertake a project like this (workload consideration), if this is possible:</li> <li>* Create a list of possible pieces the children could perform and discuss this</li> <li>* Music teacher to focus on teaching the children and preparing them (with class teacher and SLT support), Music Leader to handle all things logistics related.</li> </ul>





### **Ofsted curriculum research review – summary and response/reflection**

The Ofsted curriculum research review for music (July 2021) reviews a wide range of relevant educational research into both primary and secondary music teaching and highlights features which may be present in high-quality music education.

Summarised information about features of high quality music education identified in the review	Our response – how does this align with our teaching and learning at Christ Church
<ul style="list-style-type: none"> <li>- Progress in music requires children to develop musically across 3 pillars to help contribute to musical understanding: Pillar 1: Technical – The necessary technical development for children to successfully create and control sound, this can involve instrumental playing, singing or music technology. Children’s technical ability (ability to control sound through singing, instrumental playing or music technology) supports their performing, composing and listening. Pillar 2: Constructive – Knowledge of how musical components come together both when creating music and while listening to music Pillar 3: Expressive – Focused on the indefinable aspects of music: quality, meaning and creativity</li> </ul>	<ul style="list-style-type: none"> <li>- At Christ Church we seek to develop all three pillars alongside each other. Every class has one session a week which is focused on appreciating music and singing, with another session which is a ‘studio’ session where children draw together their knowledge of these three pillars in order to play as a class ensemble on a range of instruments. This studio session is more developed and distinctive in key stage two. Pillar 1: We provide lots of opportunities for our children to sing and play instruments with a consistently high-expectation that they demonstrate age appropriate control over the sound of their instrument. The children are exposed to a wide-range of music across the school, not just in music lessons. In relation to pillar 2, we avoid teaching musical elements in isolation, they are learnt, practised and experienced through the studio sessions of our music curriculum. Pillar 3: Our curriculum is mapped out so children have the opportunity to listen to and appreciate music from a range of genres.</li> </ul>
<ul style="list-style-type: none"> <li>- The goal of automaticity in using the components set out in the curriculum, such as reading the treble clef or chord symbols, finding chord shapes on the ukulele etc. Reduce cognitive load will free up working memory for other things like singing etc.</li> <li>- The acquisition of procedural knowledge is particularly prone to cognitive overload.</li> <li>- The principles of cognitive load, components and clarity of instructions are particularly important for planning the learning of children with special educational needs and/or disabilities</li> </ul>	<ul style="list-style-type: none"> <li>- Children revisit key learning and build on this as they progress through the music curriculum. This is designed to help build automaticity, which is vital in music. Composite tasks/performances demonstrate the great success we have with this. With children demonstrating that they are drawing together the components they learn (with automaticity) to perform with confidence.</li> <li>- The studio sessions in KS2 are particularly good at building fluency and automaticity due to their familiar structure and form.</li> <li>- SEND children achieve incredibly well in music against their own personal targets. Every SEND child participates and has the same access to the curriculum but, in certain circumstances, may be guided to a particular instrument which may help reduce cognitive overload.</li> </ul>
<ul style="list-style-type: none"> <li>- Formative assessment in music is far more important than making summative judgements. Children and teachers are able to understanding the learning process better and work out the range of possible next steps.</li> <li>- There will be novices in each key stage who will require higher levels of guidance.</li> </ul>	<ul style="list-style-type: none"> <li>- All music sessions are practical and seek to teach and correct children in the moment. As the Ofsted research review indicates, the success of a curriculum relies on the effectiveness of the teacher. We have a specialist teacher who delivers the curriculum exceptionally, drawing on the work he does with music hubs in different Local Authorities.</li> <li>- Skilled direction is provided to the children in each lesson, this includes both novices and children with a strong music background alike. This enables every child to perform as a class ensemble, with children’s pupil voice relating to music being highly positive.</li> </ul>

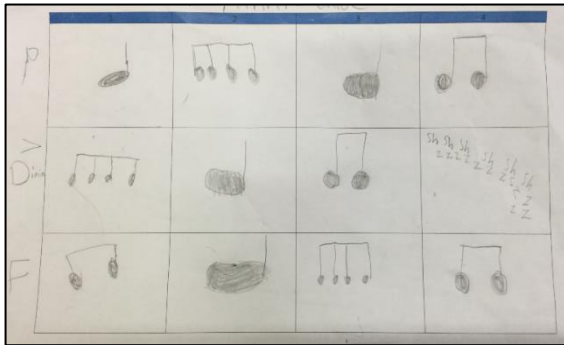
## **Approach to assessment in Music**

### **Ongoing assessment**

Our specialist teacher supports all children to participate in music lessons. Ongoing, formative assessments are made all the time, and are vital in order to achieve the high-quality outcomes we experience in music. In the moment intervention happens as a result of formative assessments with the specialist teacher skilfully supporting children where needed – particularly in the studio sessions of the curriculum. OFSTED's research review highlights that formative (ongoing) assessment is more important when learning different components in music, rather than summative feedback on composite tasks. Therefore, constant adaptations and changes are made (both in lessons and to future lessons) to ensure all children participate, achieve and embed key learning in music, which is often practical in nature.

### **Summative assessment**

Key learning has been identified in music for each year group and is assessed against at the end of the year and reported to parents in end of year reports. Class teachers, who attend a large percentage of music sessions and also teach children songs, monitor these summative assessments. This data is then harvested to help analyse standards in music and to inform any slight tweaks or amendments for particular cohorts as they move into their new year group.



### **Work Sampling – Curriculum Learning:**

Please see the news and events tab of our website to see photo pages which include our music provision. When this report is discussed with governors, the music leader will also share archived videos of the children engaging in music sessions.



<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Choir-singing-in-Church-November-2021.pdf>

### **Work sampling – Wider Opportunities:**

#### **Examples of enrichment opportunities in music in 2021/22**

##### **Autumn 2021**

<https://christchurchschool.co.uk/wp-content/uploads/2021/12/Nativity-December-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/12/Carol-singing-for-Christmas-charities.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Music-assembly-November-2021.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2021/11/Choir-singing-in-Church-November-2021.pdf>

##### **Spring 2022**

<https://christchurchschool.co.uk/wp-content/uploads/2022/03/Camden-Music-Festival-March-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/01/Music-assembly-January-2022.pdf>

##### **Summer 2022**

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Y6-production-Alice-in-Wonderland.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Music-Performance-in-the-Playground-July-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Summer-Serenade-July-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/07/Year-4-Camden-Music-Festival-June-2022.pdf>

#### Pupil voice:

Through our most recent pupil voice sessions involving the whole school, children speak very positively about music.

#### **Children could identify and talk about their recent learning in music, in general and with a good level of detail:**

Y1 pupil: *We've learnt how to play a Djembe. We never put it flat on the floor because that will not make a good sound. I have learnt how to count in to start a song.*

Y3 pupil – *We have been learning about how many beats in a bar. We have been playing 4 and 3. We learnt that we should not slow down or speed up when playing our beats in a bar*

Y4 pupil – *I am learning the bass guitar. I am learning how to fret notes and how to pluck the instrument correctly. How to pluck a bass with my fingers. Before I was just using my thumb.*

Y5 pupil – *I played level 3 guitar riff in Seven Nation Army. I also learnt new positions for G and C major chords. I learnt how to play the riff slowly first and then as I practised more I was able to get faster*

Y6 pupil – *Dynamics, Tempo, Rhythm, Tonality, Texture, Harmony the meanings of the words and how to identify them in Twinkle Twinkle and apply them in our Oh Mama Bia and Everyday People. Dynamics – forte and piano, mezzo forte, mezzo piano, I can clap a number of different rhythms, Harmony is when I play more than one different note. Tempo – I can clap different speeds in music. We can tell the difference between major and minor chord by ear.*

#### **Children could explain how previous learning had helped with current learning:**

Y4 pupil - *Learning the phrase Green Cats Eat Ants has helped me to find notes on the ukulele quickly*

Y6 pupil – *We learnt how to project our voices which helps us with singing today.*

#### **Children could talk about how they are supported to remember what they have learnt in music:**

Y2 pupil – *We recap what we learnt at end of the lesson.*

Y3 pupil – *I remember how to play two different sounds on the djembe and we are reminded of this.*

Y6 pupil – *We listen to the music we are learning at the beginning of every lesson*

#### **Children talked about their enjoyment and learning from the range of music enrichment activities:**

When asked about after school clubs they take part in and enjoy:

- *Music lessons in school (guitar and piano)- it's good to know multiple instruments. It's good to challenge your minds.*
- *In music club I have learnt how to play the piano and cords on the piano. My confidence has gone up to play in front of people.*
- *Music - it makes me happy*

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

- Enrichment opportunities provided by 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. Our Spring 2023 CAP project focusing on music performance will bring back this level of enrichment opportunity.
- 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 to play. Children in KS2 play as a class ensemble with every child playing an instrument.
- 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 music – a rich and broad curriculum, individual music lessons, separate wider opportunities, clubs, music hub events, assembly timeline of artists and composers, singing in class assemblies (often about other subjects areas), watching various performers/performances
- 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

- specialist teacher time increased to two days per week – positive impact on further development of breadth of curriculum and class teacher CPD and input
- organisation of curriculum time: music appreciation/singing and studio sessions
- positive impact of recent Friends fundraising to further develop resourcing for music
- this year's plans for music enrichment opportunities, including Spring term Arts Project
- how our curriculum aligns really well with the Model Music Curriculum and the National Plan for Music