

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), 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 twice-yearly Christ Church Arts Projects (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.



Whole School standards – three year trend

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Approach to assessment in Music

Formative 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.



Adaptive teaching case studies

Adaptive teaching seeks to provide opportunity for all pupils to experience success by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. This is done in a variety of ways and will often involve teachers carefully anticipating barriers and planning to address them, using assessment before and during the lesson and making ‘in-the-moment’ adaptations.

Most pupils with SEND or additional needs can fully access our Music curriculum without specific adaptations to teaching. These are three case studies where specific adaptations (which may be small and discreet) were seen during music learning walks (in the academic year 22/23) for children on the SEND register:

- Pupil on SEND register with Cognition & Learning, Communication & Interaction and SEMH needs was supported to be in music sessions which could have been overwhelming due to the sound levels. Staff were mindful of the needs of this child and the child was monitored throughout sessions with breaks being offered if needed. The child, however, was able to manage really well; they self-regulated and did not need to come out of the space at all – they fully participated in all music sessions in their entirety. This is a good example of adaptive teaching where adults have been pro-active in their thinking and planning but they have changed their response after monitoring and observing the pupil and their individual needs.
- Pupil on SEND register with SEMH needs who greatly enjoyed music sessions and performing would often like to be on vocals for class band sessions. School staff worked with this child to support them to also learn the guitar for each song alongside doing some (but not all) vocals for the band. They did this very successfully and fully participated in all music sessions.
- In KS2 band sessions, all children in the class play and instrument as part of a class band with some children on percussion, strings, keyboards and vocals. Children are encouraged to stick with the same instrument (apart from vocals) as they move through key stage 2, this helps them develop their skills on one instrument with the aim they may continue with it in the future. A pupil on our SEND register with a number of needs initially started out playing claves, they then moved to a djembe drum when the time was right. They have now moved on to making their music electronically by learning how to use the drum kit on the iPad. This has shown how the curriculum can change and adapt, at well timed intervals, for particular children.

This list is by no means exhaustive and often SEND children experience great success (when considering their starting points) within our music curriculum because it is designed to be creative, interesting and inclusive. In addition to this, we can acknowledge the potential therapeutic benefits of music on children with SEND.

Last year's key developments and successes in 2022/23:

1. To continue to expand musical resources (both for the teacher and the children). *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.*

Achieved 22/23 - Over the course of the year all resources that were requested by the music teacher were able to be provided funded in part by Friends Association crowd funding campaign. This included both physical items (e.g. guitars, drum kit, iPads for music technology) and subscriptions (e.g. Musical Futures and SingUp).

2. To continue to engage with the National Plan for Music (published June 2022) and the Model Music Curriculum.

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.

Achieved 22/23 – Having reviewed the documents, we made some very minor tweaks to our curriculum and progression documents. We did this to ensure children have the right foundations for the KS3 curriculum, however, we did ensure that this did not change our high expectations. This document serves as the action plan for music as mentioned in the National Plan for Music.

3. To continue building on and expanding our assembly timeline of composers and artists with the children's contributions also included. *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).*

Part achieved 22/23 – This has been partly achieved with some more composers and artists being introduced but will be ongoing into the following year.

4. To collaborate with the music teacher to create a music focused CAP project. *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.*

Achieved 22/23 – In the spring term (2023), the whole school performed a 'Celebration of Music' concert which was well received and a brilliant showcase of singing and class band pieces (and by extension the high-quality learning that takes place in music). Please see a copy of the programme at the end of this report.

Ofsted – Research Review and Subject Report

The Ofsted curriculum research review for Music (July 2021) reviewed a wide range of relevant educational research into both primary and secondary music teaching. It was incredibly useful and key points were highlighted in the music subject leader report last academic year. In September 2023, OFSTED released a subject report for Music entitled 'Striking the right note'. This provided a distilled version of the research review alongside an exploration of common strengths and weaknesses of Music (both primary and secondary) across the country. From this, it highlighted a number of recommendations which are considered in the table below in relation to the context and provision at Christ Church.

| | Recommendations from the OFSTED Subject Report: | What does this look like at Christ Church: |
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| Curriculum | Schools make sure that pupils, particularly at key stage 3, have enough curriculum time to develop their musical knowledge and skills incrementally | Children in EYFS and key stage 1 at Christ Church receive (on average) at least an hour of music a week. Children in key stage 2 receive (on average) an hour and a half of music a week. Key stage 2 sessions are typically split into 2 sessions: a band session and a music appreciation & singing session. Our curriculum ensures skills build incrementally throughout the school. |
| | Schools make sure that the curriculum identifies precise end points in performance, composition and listening work, and then sets out the knowledge and skills pupils need, step by step, to reach these end points | Already having strong and precise end points in performance, composition and listening work, our minor tweaks using the Model Music Curriculum have helped to a) validate the curriculum we already had, and; b) make minor tweaks to ensure it was as robust as possible. The curriculum also sets out the steps needed in each year group in order to achieve these end points. |

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| | Schools make sure that the curriculum builds, incrementally, pupils' knowledge of the technical and constructive aspects of music | The school has a clear curriculum to build technical and constructive aspects of music incrementally. Although this is done throughout the school, in key stage 2, children really benefit from the split sessions as outlined in the first point. |
| Pedagogy & Assessment | Schools should make sure that teachers provide ongoing feedback to pupils that improves the quality of pupils' music making both in terms of technique and expressive quality | The school's pedagogical approach ensure that feedback is key to improving the quality of pupil's music. The aspects of modelling and checking for understanding detailed in our approach is driven by formative assessment in music lessons. The specialist teacher will model clearly and provide feedback and further modelling, usually in small groups. When the children come together as a class band, further feedback and modelling takes place where needed. |
| | Schools should make sure that teachers routinely demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes | Our aim is for all children to see themselves as musicians and because of this, we set high expectations for all with a constant push for them to improve the quality of their individual musical responses. The children have good models for high-quality musical responses through visits from musicians and other adults in the school who play musical instruments. During some whole school projects, children have access and exposure to professional, live musicians who talk to them about their work. The children also have access to a wide range of recorded music which is discussed with them. |
| Systems at Subject and School Level | Schools should actively seek the support of local music hubs or other sources of expertise when developing and improving the curriculum | The music leader attends the music leader meeting run by Camden Music whenever possible. When this is not possible, minutes are sent and follow up conversations are had, when needed. The school participates in most events set up and run by the music service. Occasionally, we take up opportunities for workshops etc. through the music service (hub) where we feel it would enhance our curriculum. |
| | Schools should support subject leaders to develop a curriculum that deliberately and incrementally teaches all pupils to become more musical | Music is given a high priority at Christ Church and therefore the subject leader is musical. In addition to this, the subject leader is a member of the senior leadership team. This helps us to make changes to the curriculum, when needed, and acquire necessary resources more easily. It also ensures that the school supports the subject leader to develop the curriculum incrementally. The music curriculum is monitored regularly through learning walks and performances. |
| | Schools should continuously develop teachers' subject knowledge, including their musicianship skills and their understanding of what high-quality music making should sound like for pupils in the age group they teach; this approach should align with the choices set out in the school's curriculum | The specialist music teacher has access to the Camden Music Service subject leader meetings. The music subject leader (another member of the staff team) attends these where possible and disseminates information accordingly. The special music teacher is also involved in a number of music hubs alongside their teaching commitments at our school. The music subject leader and the specialist music teacher have worked together to ensure there is a robust music curriculum in place and it is achievable in terms of delivering it. At various points the curriculum is monitored in action and if changes/improvements are needed, this is fed back to the specialist music teacher who will then work in collaboration with the subject leader to address the necessary changes/improvements. |
| | Schools should make sure that all pupils can develop their musical talents and interests, by offering extra-curricular activities and instrumental and vocal lessons | The school offers after school club music with our specialist music teacher. This club made accessible to all who choose to take part in it. In conjunction with Camden Music Service, we offer extra-curricular instrumental lessons in a wide range of instruments for children. This has also extended, at times, to children from other schools who have expressed an interest. Year 2 to 4 also play the recorder in school as part of a wider opportunities initiative run by Camden Music Service. |

Key targets and actions moving forward (development priorities for 2023/24)

| Target and <i>intended outcome</i> | Planned actions (including dates where applicable) |
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| To explore any new content for music lessons and how this can be incorporated into our current curriculum. <i>The music curriculum is always evolving and changing with new ideas, better materials and better ways to do things. Each year we need to ensure the content matches and delivers our music curriculum and skills.</i> | Subject leader and specialist music teacher to look at any new materials/ideas which are being considered for the coming academic year. Assess whether this material will still provide robust coverage and delivery of the music curriculum in terms of knowledge, skills and performance. To be set and agreed by the end of Sept 2023. |
| To plan for another large scale music CAP project. <i>To further raise the profile of performance as a school ensemble</i> | SLT to discuss in the autumn term of 2023 a possible CAP project, to be completed on a large scale, for spring 2024. Whole staff team to support and help with the delivery of the music curriculum for this if it is to go ahead. Alter the curriculum to again, ensure robust coverage and delivery of the music curriculum. |

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| To work collaboratively with live musicians. <i>To have the experience of working with live musicians, as well as watching them.</i> | Source various companies who might be able to provide workshops which actively involve the children in their music performance in a meaningful way. Explore opportunities that could be linked with the potential spring CAP 2024 project. |
| To raise the profile of the school choir. <i>To ensure the opportunity to be part of the choir is as wide-reaching as possible so as many children as possible can enjoy this additional school offer.</i> | Explore different timings for the choir sessions which would minimise disruption to the whole school curriculum but also draws children into it who want to take part. Support specialist music teacher to source resources for these sessions. |



Work Sampling – Curriculum Learning:

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



Autumn 2022

<https://christchurchschool.co.uk/wp-content/uploads/2022/10/Y4-class-assembly-October-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/11/Music-Assembly-November-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Y1-trip-to-Little-Angel-Theatre-November-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Pantomime-December-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Nativity-Play-December-2022.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Carol-Singing-December-2022.pdf>

[content/uploads/2022/12/Nativity-Play-December-2022.pdf](https://christchurchschool.co.uk/wp-content/uploads/2022/12/Nativity-Play-December-2022.pdf)

<https://christchurchschool.co.uk/wp-content/uploads/2022/12/Carol-Singing-December-2022.pdf>

Spring 2023

<https://christchurchschool.co.uk/wp-content/uploads/2023/01/Music-assembly-January-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/02/Y2-class-assembly-February-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/01/St-Pauls-Cathedral-Service-January-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/04/Celebration-of-music-concert-March-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/04/Class-band-performances-March-2023.pdf>

Summer 2023

<https://christchurchschool.co.uk/wp-content/uploads/2023/04/Choir-at-the-Royal-Albert-Hall-April-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/05/Supporting-Age-UK-May-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/05/Y1-class-assembly-May-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/06/Y5-music-technology-trip-June-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/07/St-Pauls-Cathedral-organ-workshops-June-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/07/Summer-Serenade-July-2023.pdf>

<https://christchurchschool.co.uk/wp-content/uploads/2023/07/Y6-production-July-2023.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:

Y2 pupil: *We've been learning our words for Tue Tue.*

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 chords 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) – Our Spring 2023 CAP project highlighted the high-level of attainment of all pupils and the high-expectations of our curriculum. Parental response and feedback was incredible. It really highlighted the power of music in terms of bringing people together.
- 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

- New music technology session attended by year 5 during the academic year and how to build upon this
- Success of the whole school music celebration
- Discussion about OFSTED Subject Report
- Variety of enrichment opportunities and a the strong curriculum
- Model Music Curriculum and National Plan for Music

Our Celebration of Music Programme:

Welcome to our Celebration of Music!

Today's concert is the end result of our Christ Church Arts Project this term. Each Autumn and Spring term, we focus on a different area of the arts, for our Arts Project. This term we have focused on music, specifically on performance skills, and it has been wonderful to work together towards a big performance event like this, the first time we have been able to do this since COVID.

Thank you to all parents and families for their support of Friends events - it is the Friends fundraising which supports all of our Arts Projects.

In particular, thank you to families who supported the Friends music crowd funding campaign last summer. You can see lots of the additional instruments we bought following this campaign put to excellent use today in our class bands!

Thank you also to a number of parents, past and present, who have given specific donations towards our music provision, in particular when their children leave the school. This is immensely appreciated.

Singing and music are a very important part of our school. They help us to find and develop children's creative and performance skills and enable a wide range of different children to shine and to share their considerable talents. Even more importantly, music and singing create a real sense of togetherness, as well as immense pride in what can be achieved as a class group or as a whole school when we work together as a community. We hope you can see and feel that in our performances today.

We hope you enjoy our concert!

Year 5



Crazy

Whole school

Lean on me

Year 3

We will rock you

Year 1 and Year 2

Living in harmony

Whole school

Three of our assembly songs:

The Lord's my shepherd

Seek ye first

Build up



Reception

Wizard singers!



Year 4

I love playing the xylophone!

Years 3, 4, 5 and 6

Sing

Year 6

Rolling in the deep

Whole school

Love shine a light

