

Music

Rationale

Lister Infant Music Rationale

“Respect for all, Learners for Life”

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

Vision

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

Curriculum Intent

The Staff and Governors of Lister Infant School aim to offer a stimulating curriculum and environment that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

At Lister Infants School we are musicians! We want our children to love music. We want them to have no limits to what their ambitions are and grow up wanting to be music producers, songwriters, composers or musicians! We want them to embody our core values and aims “Respect for all, learners for Life”.

The music curriculum has been carefully created based on the 2014 National Curriculum so that our children develop their musical ability. We want our children to remember their music lessons in our school, to cherish these memories and embrace the musical opportunities they are presented with! Recently our school have invested in the KAPOW Music Scheme to support all our staff in becoming Musical experts. Bringing music alive is important at Lister Infants School.

The music curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip our children with not only the minimum statutory requirements of the music National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. For example, at Christmas our school choir perform at a local church. The children sang a whole host of festive songs, spreading Christmas cheer to all those who attended. What a great start to the festive season it was! We are committed to putting music on the map here at Lister Infant School.

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This often feeds into the music curriculum. For example,

we learn all about The Beatles on Beatles Day and their link to our city. This is a great way to celebrate our city!

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this piques their interests and passions. For example, we invite a theatre company in and this excites the children with cross curricular links to literacy and music. The event is always a resounding success and many of the children comment what a wonderful and memorable experience they had. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

Key drivers:

- To provide an exciting and engaging music curriculum that is accessible to all pupils.
- To provide a culturally rich music curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the music curriculum, within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To foster a love of music and to make every child a musician.
- To develop our pupils ability to communicate effectively in song and through music.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days to inspire our children and switch them on to learning and achieving.

Curriculum Implementation

Our music curriculum ensures that pupils sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as in weekly singing sessions, weekly assemblies, concerts and performances and in weekly lessons. Music learning opportunities and milestones have been carefully designed to ensure progression and repetition in terms of embedding musical knowledge, skills and learning.

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons at Lister will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Our Music curriculum is carefully mapped out to ensure sequential teaching within and across year groups. All lessons are taught sequentially to ensure learning builds on prior knowledge and that learning is deepened in each lesson. Taught concepts are revisited in different contexts to ensure learning is memorable. This ensures our children can make

connections and make progress. At Lister Infant School our music scheme is based on the four strands from the Model Music Curriculum (2021): Listening, Singing, Performing and Composing. (Please see each year group's curriculum page for a full breakdown of music for the year) We also provide weekly singing sessions which focus on vocal health, learning songs and performing with FS and KS1 pupils. These sessions build on previous knowledge and skills in singing and performing whilst learning new skills and developing performance skills.

Pupils receive a weekly music lesson and in addition to this they have their singing session. This helps to ensure sufficient time is allocated to music and that musical subject matter can be revisited frequently. We believe that by designing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and therefore improve the rates of progress they make.

We have various opportunities to perform in class, in whole school assemblies, productions, afterschool music clubs and to parents and the wider community.

Teaching follows a carefully devised progression in knowledge, skills and understanding for the different taught areas with clear milestones for each year group to achieve. Clever repetition allows our children to master skills over time and develop fundamental musical skills in a range of ways e.g. playing an instrument, singing, composing. This results in our pupils becoming increasingly competent and confident in a range of musical aspects and they have plenty of opportunity to develop their skills both individually and with others.

In foundation stage, music is a key part of the daily routine. Songs are used at key parts of the day e.g. lunch time and home time songs as well as to support learning in all areas of the curriculum. The children have access to musical instruments both indoor and outdoor allowing them to develop their performance skills and creativity. The children also have access to a cd player in class and can choose a range of music to be played during their busy time encouraging a love for music.

We empower our staff to organise their own year group curriculums under the guidance of our subject leaders. Teachers are best placed to make these judgements. Staff develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects. They link prior knowledge to new learning to deepen children's learning. Our children are taught the right, connected knowledge and vocabulary.

Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them.

Weekly Singing Sessions

At Lister, the children from Reception to Year 2 participate in a weekly singing assembly led by SLT. These sessions are a great way for the children to have fun whilst developing their confidence in performing. Song choices are relevant and cross curricular thus supporting curriculum development. These sessions are fully inclusive for all children regardless of age

or ability and everyone can take part. Many of our children have developed a real passion for music and singing and have gone on to join the choir in the infants and in the juniors, with some taking up music sessions outside of school.

Extra-Curricular Opportunities

At Lister Infants we offer an extra-curricular music club to our pupils run by our music lead. This club focuses on singing and performing but also includes composition skills. Music activities and song choices are chosen led by pupil voice and include songs from well known films, songs heard on the radio and activities include making their own instruments and composing their own rhythms.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit to every pupil's needs through adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Family links

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. Parents are invited to review their children's school books (during parent evenings) and to support their child in responding to their teacher's feedback. Parent comments are valued and share their view on progress, enjoyment and attainment. Lister Infants shares learning through Twitter, Padlet and the school website which is a great way for our families to access what the children are experiencing in the classroom and to continue that learning at home.

Curriculum Impact

Music has a high profile in our school and permeates many aspects of school life. We are proud to be the first and only Infant School to have achieved the Sing Up Gold Award as of 2019. Prior to this, the school had achieved the Silver Award and we are keen to begin our journey for the Platinum Award. This award recognises singing and music being at the heart of everyday life in our school. It also recognises the importance that we give music in term of the curriculum and extra-curricular activities and how we extend this into the wider community e.g. singing at Bethel Church and whole school assemblies/shows.

We expect all pupils to make progress which we see as knowing more and remembering more of the intended curriculum over time. We hold ambitious endpoints for our children and the majority of our pupils leave being able use their voices expressively to sing a range of songs, rhymes and chants, to play a musical instrument and to play untuned instruments musically, to listen to a range of music with concentration creating their own musical pieces combing the inter related dimensions of music (composition). Our pupils are confident in performing to small and large audiences with lots going on to join Lister Junior Choir and Performing Arts Club. We are very proud to ignite their musical passion from such a young age.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed by their class teacher at the end of each term and the data is logged onto Insight mid-year and end of year and used by the music Lead, Assessment Coordinator and Senior Management team who track pupil progress. Children not meeting the expected levels are targeted and will receive additional support through precision teaching, adaptations or continuous provision support to strive towards meeting the expected levels.

The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills in music are progressive and build year on year. Our staff use music milestones when assessing the children at the end of each term and work closely with the specialist music teacher and music lead to support those who are not working at the expected standard

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding). (See assessment policy for further details)

A comprehensive monitoring cycle is developed at the beginning of each academic year. Whole school monitoring enables us to check on progress and attainment and to identify those children needing extra support. Monitoring in music includes: video clips/pictures on Padlet, learning walks, lesson observations were appropriate and pupil/staff voice. All of this

information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

The coordinator feeds back to the Senior Leadership Team annually by completing a report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all. We also invite experts into school to lead whole staff training and the subject lead attends meetings throughout the year with the Local Authority and Resonate Music Hub.