

Music Subject Report



WESTFIELD PRIMARY SCHOOL

Music 2021-2022

Subject Report

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Subject	Music	Date	September 2021
Report prepared by	Chris Hunt		
<p>For the second year in a row, Music was strongly impacted due to the COVID-19 Pandemic. For the entirety of the 2020-2021 year, more than 15 children were not allowed to sing in a group and all extra-curricular Music activities were cancelled, including choir. 2021-2022 should see the return of singing in groups. This means our subscriptions to services, such as Charanga, can be fully utilised.</p> <p>An in-depth music curriculum still took place throughout the Year. At school, resources lessons still took place with COVID-19 precautions. Xylophones, guitars and various instruments were cleaned after usage. There were less singing lessons, but parts of the curriculum were adapted to ensure targets were met.</p> <p>For those who had to stay at home during lockdown, we provided weekly lessons that gave many children good opportunities to practice skills they had already learnt and attempt to delve into unfamiliar territories. For example, percussion skills with clapping activities, singing activities, composition with apps such as GarageBand, deeper music listening with written explanations etc...</p> <p>Despite the restrictions, we still found ways to celebrate with music at Westfield Primary. Our annual celebration assemblies were still able to take place, these were filmed in separate bubbles and sent home to parents, whilst adhering to COVID guidelines. Singing assemblies were sent home for children to practice music with lyrics and backing tracks. Also, several videos were created by Westfield Staff. These videos used popular songs to help send home messages of support to children at home during lockdown.</p> <p>Furthermore, we have still found opportunities to celebrate music as the year progressed. We had two musical guests over the course of the year, a WW2 singer and carnival band. Not only was this a fun opportunity for children to experience live music, but it was also a historical and cultural celebration too.</p> <p>Moving forwards, the creation of a full music room has opened many possibilities. New instruments have been purchased for use, such as steel pan drums, and previous instruments have been restored, including our large selection of guitars. This presents new opportunity for all classes to teach in a room equipped and also provides an area for external providers to maximise their teaching capabilities.</p> <p>Extra-Curricular music sessions are set to restart and hopefully the opportunity for public performances will soon be available such as open days and out-of-school visits.</p>			
Curriculum: Intent, Implementation, Impact			
<p><u>Intent</u></p> <p>For children to experience a range of opportunities to explore the Music curriculum in a creative and engaging way. All children should have opportunities to listen to music from different cultures, should learn the history of different genres as well as have opportunities to listen, appraise, compose and perform. These experiences should motivate and increase the confidence of the pupils at Westfield.</p> <p><u>Implementation</u></p> <p>Each unit of work from Charanga and Rock and Pop creatively links to each aspect of the National Curriculum including music from different genres, history of genres, listening, music notation and</p>			

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<p>performing. The children have still had opportunities to explore a range of musical genres as well and Year 5 have continued with Guitar lessons from an external provider. This has been able to take place due to social distancing and sterilisation of instruments at the end of each lesson. Children's understanding is assessed through our Foundation Subjects assessment grid, through the teachers at Rock and Pop and through assessment guidance on Charanga.</p> <p>Children would have lots of opportunities to listen and perform, but singing has not been permitted in groups larger than 15. This has affected assemblies across the year, singing assemblies every week and workshops (usually connected to other cultures). We have been able to perform singing through a virtual Christmas Assembly.</p> <p><u>Next steps:</u></p> <p>The next steps will depend on measures that are being implemented throughout the year. Music is still taking place and will continue to do so, but alternate methods, such as Seesaw will now start being considered for assessment purposes.</p> <p>Virtual ways to enjoy music are also being considered, following the virtual Christmas assembly.</p>	
<p>5 Key messages of the year:</p>	<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>
<ul style="list-style-type: none"> • Subject Leader has been able to implement some ideas from previous year. • 'Virtual' measures may have to be taken to ensure that music continues to be performed throughout the school. • Year 4 and 5 Guitar lessons remain successful. • Measures have been taken to start recording evidence for future deep dives. • Assessment for Foundation Subjects introduced, to discover the progression of skills in Music. 	<p>Key Questions:</p> <ol style="list-style-type: none"> 1. How much evidence can we attain? Including whole school, individual classes, after school, external classes, school trips etc. 2. How can we better manage equipment in schools for immediate use? 3. How can we use music in cross curricular situations? 4. What events can we consider in the near future to gain interest in choir/music clubs. 5. How can we make music more accessible for everyone going forwards?
<p>What is progress like within this subject?</p>	<p>How much funding did you receive this year and what was it spent on?</p>
<p>Progress has continued at a steady rate throughout all groups at the school. SEN, Pupil premium and EAL have seen continued</p>	<ul style="list-style-type: none"> • Funding was spent on subscriptions to Music sites such as charanga. • Music was paid to groups such as rock and

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<p>progress.</p>	<p>pop guitars and primary workshops as well, throughout the school. Remaining money was spent replacing instruments, guitars and recorders.</p>
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<ul style="list-style-type: none"> • Many musical education programs require teamwork as part of a band or orchestra. In these groups, students will learn how to work together and build camaraderie. • Students of music can be more emotionally developed, with empathy towards other cultures They also tend to have higher self-esteem and are better at coping with anxiety. • Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future. 	<ul style="list-style-type: none"> • Famous British bands and individuals are covered. • Different faiths and music related to them is covered across Year groups. • Individuality is represented through playing and singing, with children given the opportunity to experiment and compose.
<p>If you could change/ develop one thing in this area what would it be and why?</p>	<p>What will be the three key resources you will be bidding for this year and why?</p>
<p>Assessment, with evidence to site specific groups progress and to evidence change over a period of a term and a year. Seesaw has been implemented school wide and has a can provide us with ulterior methods of learning.</p>	<ol style="list-style-type: none"> 1. Instruments to continue physical, practical and skills based learning. 2. External workshops and teachers to give professional specific teaching which will inspire. 3. 3 subscriptions to high quality sites, to benefit teachers and students understanding.
<p>Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative Music curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural and mental well-being and development of our pupils through Music; and prepare pupils for the opportunities and experiences of adult life. We promise a range of exciting learning and life experiences through our Music curriculum.</p> <p>6 key skills:</p> <ol style="list-style-type: none"> 1. Musical training helps develop language and reasoning 2. A mastery of memorisation 	

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3. Increased coordination
4. Fine-tuned auditory skills
5. Well-being and development in self-confidence
6. Development in creative thinking

How do you ensure every skill is taught within your subject?

Evidence is recorded in numerous ways, then stored. Subject leader makes routine checks and student voice meeting take place half termly.

Topics taught across each year group: (G- Geography/ H- History)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Charanga - Nursery Rhymes	Charanga - Percussion	Charanga - Nursery Rhymes	Charanga - Percussion	Charanga - Nursery Rhymes	Charanga - Percussion
1	Charanga - Hip Hop	Charanga - Reggae	Charanga - Blues	Charanga - Jazz	Charanga - Classical	Charanga - Classical
2	Charanga - Hands, Feet, Heart	Charanga - Recorder world	Charanga - I wanna be in a band	Recorder world - Charanga	Recorder world - Charanga	Recorder world - Charanga
3	Charanga - R&B	Glockenspiels	Charanga - Reggae	Charanga - music from around the world	Charanga - Disco	Charanga - Classical
4	Charanga - 70s and 80s Rock and Pop Guitar lessons (2 classes)	Charanga - Glockenspiels Rock and Pop Guitar lessons (2 classes)	Charanga - Classical Rock and Pop Guitar lessons (2 classes)	Charanga - Gospel Rock and Pop Guitar lessons (2 classes)	Charanga - Keyboards Rock and Pop Guitar lessons (2 classes)	Charanga - Classical Rock and Pop Guitar lessons (2 classes)
5	Rock and Pop Guitar lessons	Rock and Pop Guitar lessons	Rock and Pop Guitar lessons	Rock and Pop Guitar lessons	Rock and Pop Guitar lessons	Rock and Pop Guitar lessons
6	Charanga - Gospel	Charanga - Happy Autumn Jazz/Blues	Charanga - Pop/Motown - Fresh Prince/ Jackson 5	Charanga - Role of women in the music industry	Charanga - Female composers - Compose for feeling	Charanga - Classical

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

A good learner of this subject will be able to recall music teaching with high accuracy. Skills developed in music instruments will have been committed to muscle memory. Styles and genres of music could be identified via listening to key parts of music. Styles of singing could be replicated and identified while performing and listening.

What are the 7 key components of a good learner in your subject?

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1. Ability to focus in a multi-sensory way.
2. Fine tune hearing for identification.
3. Ability to recognise similar notes and replicate on a given instrument.
4. Must understand music structures and can relate them to numerous songs.
5. Ability to remember and recall songs and different elements from them.
6. Ability to keep and replicate a beat.
7. Enthusiasm for music