



<b>Subject area</b>		<b>Music</b>	<b>Subject Leader</b>	<b>Rebecca McDonald</b>
<b>Date</b>		<b>September 2021</b>		
<b>Sections</b>		<b>Summary evaluation</b>		
<b>1</b>	<b>Introduction</b> <i>Why do we teach what we teach?</i>	<p>Music is a common language that unites all cultures in the world. It allows creative expression, team work, purpose, enjoyment and shared experiences. Music has the ability to transcend normal divides within society and unite communities. It can also be used to share and highlight the rich history of different cultures and communities. Music education allows children to build a range of transferable life skills and to gain a foundation for a continued love and appreciation of music. Music also has the ability to highlight pupils' strengths that may not be seen in other subjects.</p>		
<b>2</b>	<b>Curriculum Intent</b> <i>(Include reference to SEND and disadvantaged pupils)</i>	<p>Through music, we aim to build a range of skills and experiences that enable children to grow, succeed and express themselves creatively. We want pupils to be engaged, excited and enjoy music learning through discrete and cross curricular teaching. We want lessons to support performance – both vocally and with instruments and learning through talk and exploration. By using this approach, we enable all pupils to achieve and succeed, including pupils with SEND. Music is a universal language and supports pupils that have difficulty communicating. We also want children to engage with a wide range of musical genres, from differing cultures and to participate in performances.</p>		
	<b>Implementation</b>	<p>Music is taught both discretely and in a cross curricular manner, from Reception to year two. Early Years explore the music curriculum through Understanding the World links (Early Years Statutory Framework). Children have the opportunity to access music related activities throughout their self-initiated learning. Each year group follow The Orchard Music Scheme of Work, this ensures each year group continuously develop the skills required. Pupils engage in practical, exploratory and talk based learning in both discrete teaching and cross-curricula activities. There is a focus on embedding skills and understanding so pupils can remember their learning long term, implementing it in a range of situations. Children are expected to use musical vocabulary when listening, appraising and evaluating music. They are encouraged to create their own compositions building upon skills they have learnt using body percussion, non-tuned percussion or recorders. All children are encouraged to participate in whole year group singing and performing to build confidence. In KS1 children begin to learn about and use a range of instruments to keep rhythms, create compositions and perform within the classroom. All children participate in singing assemblies throughout the school to support musical understanding, rhythm keeping, tone, pitch and performance. All children will be exposed to a range of music genres from different time periods and cultures.</p>		
	<b>Impact</b> <i>(Include reference to SEND and disadvantaged pupils)</i>	<p>Children show progression of skills and understanding within the music curriculum. They begin to build an appreciation of a range of music genres, music's importance within the world and gain confidence in sharing their skills. They are able to create their own simple compositions both with and without instruments by working collaboratively. When singing they can match pitch and rhythm confidently. During listening and appraising they are able to express what they like and do not like using appropriate musical vocabulary. All pupils will be able to engage in music lessons and express themselves creatively.</p>		
<b>3</b>	<b>Broader curriculum</b> <i>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?</i>	<p>Music promotes expression and creativity. It is a large part of all societies and cultures. Music education highlights the collaboration needed to create and how all members of society can participate and achieve. During their time at the Orchard children will have live music experiences, performing experiences and composition experiences. These allow them to build a wide range of transferable skills that can be utilised across the curriculum and in life outside school. Children will be exposed to music from a range of cultures to ensure we provide children with an inclusive and broad bank of music.</p>		



<b>4</b>	<b>Successes in the subject in the previous year</b> <i>Focus should include the contribution of the subject to meeting whole school priorities.</i>	➤ Adapting scheme of work to align with Model Music Curriculum 2021	
		➤ Diverse music opportunities, introduced music lists covering range of eras, genres and cultures	
		➤ Timetabled weekly lessons for music, singing assemblies and class assemblies involving music	
<b>5</b>	<b>Achievement</b> <i>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.</i>	<b>Strengths</b>	<b>Areas for Development</b>
		➤ Inclusive music curriculum	➤ Ensuring musical vocabulary is used by staff and children frequently
		➤ Children's enthusiasm to use instruments	➤ Ensuring progression throughout instrument learning lessons
<b>6</b>	<b>Teaching</b> <i>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.</i>	<b>Strengths</b>	<b>Areas for Development</b>
		➤ Teacher engagement with scheme of work ensuring progression of skills through year group	➤ Continue to develop scheme of work as we implement
		➤ Teachers enthusiasm to ensure performing skills are embedded	➤ How we record what we teach – through pictures, saved work, videos. Complete work scrutinies to develop this.
<b>7</b>	<b>Learning Behaviours</b> <i>Including behaviour in lessons and around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.</i>	<b>Strengths</b>	<b>Areas for Development</b>
		➤ Pupils are engaged in music lessons	➤ How can we engage parents in supporting music education
		➤ Pupils have confidence performing to others	➤
<b>8</b>	<b>Leadership/Management</b> <i>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.</i>	<b>Strengths</b>	<b>Areas for Development</b>
		➤ Communication between leader and SLT	➤ CPD based on KS1 learning
		➤ Curriculum that caters for all pupils	➤ How can we ensure all opportunities for musical experiences are taken
<b>9</b>	<b>Overall effectiveness</b>	Pupils enjoy music at the Orchard and gain a range of skills from their experiences. These skills progress carefully and enable pupils to confidently perform, create and appraise music. They use instruments that create a tuned or non-tuned sound and use musical vocabulary confidently. All pupils are able to access our music curriculum.	
<b>10</b>	<b>What is a good learner like on leaving The Orchard?</b>	A good learner has confidence, skills and the appropriate vocabulary to explain their understanding to others. They perform, create and appraise collaboratively. Children can find ways to record/read simple notation.	
<b>11</b>	<b>Key areas for subject development</b> <i>Especially achievement and quality of teaching</i>	➤ Embedding new scheme of work to ensure progression of skills across year groups ➤ Teacher confidence in delivering music education.	