

Curnow School – Music OFFER

Our school recognises Music is important in providing a foundation & framework which inspires pupils to learn and engage in creative and artistic processes. All pupils (EYFS – P16) experience a breadth of musical experiences and creative processes & is of vital importance in our ambitious curriculum offer. How Music is studied is formally identified through personalised learning routes/ pathways determined by pupil learning need, EHCP outcomes & assessment of learning outcomes (following baseline/ moderation). It is acknowledged that for some pupils we need to address their developing understanding of very early Musical concepts identified within the Cognition & Learning & Communication & Interaction strands which examines pupil’s skills of engagement (pre-requisites to learning) addressed via our **L2L** pathway/ offer. The more ‘formal’ subject specific teaching/ learning is achieved via our **R2L** strand which offers a breadth/ depth within the Music areas outlined via our LT planning (Yr2 – Yr 11) which is key skill led. As our pupils are at such different stages of learning we know they require highly differentiated teaching & learning approaches, therefore, differentiation within a whole class session is essential to our sequenced teaching delivery. The guiding principles which informs our Music offer are based upon the Quality of Education framework which judges the intent, implementation of our sequenced Music curriculum & its impact upon their learning via their developing knowledge & skills obtained which prepares them well for their next stage. The LGB measure the success of the school’s Music curriculum via reports received by middle leaders & the HT which includes the self-evaluation regarding the QoE for Music leading to identified developments if/ as required; reports will additionally include the evaluation of the delivery of the curriculum (sequenced teaching of the curriculum) & the impact upon pupil’s learning via the progress they make over time evidenced by the assessment we hold.

INTENT:	IMPLEMENTATION: - <i>Our school will implement a breadth of learning via long term planning identified securing delivery the main principles outlined below:</i>	IMPACT
<p>To enable pupils to develop/ further develop their knowledge, skills and conceptual understanding of:</p> <ul style="list-style-type: none"> • Singing & Musical Instruments • Music Creation • Musical Experience <p>To enable pupils to develop their skills to:</p> <ul style="list-style-type: none"> • Enhance their fine motor and sensory skills, communication abilities, language, focus, independence, self-expression and confidence. • Experiment and try new ideas where there are no right or wrong answers. • Develop their knowledge and understanding of Music through exploration, experience and engagement with a wide range of sounds and instruments • Develop an awareness of different cultures and traditions. 	<p>Music offers a breadth of learning personalizing approaches tailored towards each individual using robust assessment practices which secure high levels of differentiation. This approach enables pupils to build upon their knowledge (long-term memory) offering structured opportunities to progress in the key skills identified within Music. Our Post 16 offer further develops pupils’ continued Music understanding which includes aspects of Music via our Post 16 wellbeing and relationships curriculum.</p> <p>R2L Music is delivered via subject specific sessions promoting the development of key skills which are further pursued through activities such as music therapy sessions, music workshops and the Open Orchestra activities. The three strands of Music teaching which identify the development of key skills are delivered from Yr2-Yr11 via long term planning securing all learning remains sequenced.</p> <p>The L2L offer examines the development of pre-requisite skills within Cognition & Learning Sensory & Physical and Communication & Interaction with outcomes designed for each pupil woven through their timetable accessed through NC subjects. Personalised learning targets are designed using EHCP outcomes, Engagement Profile/Indicators) & outcomes identified via the pupil observational process adopted by the Trust.</p>	<p>Through Music Pupils will:</p> <ul style="list-style-type: none"> • Make progress from their different starting points & overtime progress well within the key skills of Music • Build on long term memory (prior knowledge & understanding – their current skills/abilities) through sequenced learning • Be prepared well for their next stage: next steps secure challenge within all learning • Enjoy their learning and engage well • Develop and enhance performance in non-arts academic subjects such as mathematics, science, reading and writing • Strengthen students’ academic motivation, self-confidence, and ability to communicate and co-operate effectively. • Enjoy music in all its forms, developing personal interests knowing there is no right or wrong

EYFS – Yr1	L2L KS 1 (Yr2) – KS4	R2L KS 1 (Yr 2) – KS 4	Post 16
<p>Within our EYFS provision Music learning is delivered via the interest led approach used pursuing the EYFS areas of:</p> <ul style="list-style-type: none"> Expressive arts and design Personal, social and emotional development Communication and language <p>Our EYFS provision will be a secure foundation through learning which is planned around the needs and interests of each individual child; delivery of Music will focus upon promoting/ further developing pupil engagement, interest & early skill development which encourages them to:</p> <ul style="list-style-type: none"> Engage with other people and their environment Develop their skills within communication, playing and exploring Develop and learn from relationships/friendships Build their curiosity (child initiated learning) and enthusiasm for learning 	<p>To ensure the Music curriculum is purposeful it will be used as a 'vehicle' for the delivery of personalised learning outcomes identified for all pupils, affording each equity in the breadth of an enriched curriculum they study. Outcomes will focus upon pupils' development of pre-requisite skills identified within the areas of Cognition & Learning, Sensory & Physical and Communication & Interaction.</p> <p>Using established observational frameworks and assessment outcomes (EHCP outcomes) additionally we will plan/ differentiate learning outcomes within any of the five areas of engagement. Through such development we can build upon pupils' current skills, developing their knowledge and understanding to ensure learning becomes embedded within long term memory.</p>	<p>Once pupils personalised learning pathways have been identified (informed via prior assessment/ observational outcomes) those identified as working within the R2L pathway will work more formally within subject specific learning, which sequences the teaching delivery to develop pupils' Music skills through discreet Music lessons through the breadth of study offered. Study will include pupils developing their key skills within three aspects/ strands:</p> <ul style="list-style-type: none"> Singing & Musical Instruments Music Creation Musical Experience <p>Long term planning is identified across the school to ensure there us a breadth/ balance within the breadth of study offered & learning is achieved via a continuum developing skills and knowledge accordingly; personalised learning outcomes are derived from assessment ensuring learning remains part of a well-planned sequence.</p> <p>Pupils will experience songs, music, instruments, workshops, music therapy & celebrations which will additionally contribute to their developing Music skills.</p> <p>Music sessions will include structured sessions featured within class timetables, whole school sessions which focus upon festivals, assemblies, whole school celebrations as identified within the academic calendar and visiting musicians.</p>	<p>Within Post 16 the teaching delivery is focused around the Wellbeing and Relationships strand of the curriculum. Through the Relationships 4 Life., Personal interests 4 Life and World religions units of study and through specialised teaching days. These units include relationships, religions, worship and festivals and the numinous sense.</p> <p>Assessment is through our bespoke assessment for the Post 16 Curriculum. Accreditation opportunities will continue through ASDAN personal Progress units linked to the Wellbeing and Relationships curriculum strand.</p>
Development of Music within the breadth of the EYFS offer	Development of engagement skills / very early Music concepts with an emphasis on generalizing learned skills to wider contexts/ people	Development of Music skills within the breadth of offer delivered via a key skill and knowledge-based approach; accreditation opportunities identified where these hold value/ purpose to the pupil	Development of Music skills, preparing pupils for adult life

Music – R2L Sequence of Learning (Key Stage end points)

Intent: All pupils will learn skills that enhance their fine motor and sensory skills, communication abilities, language, focus, independence, self-expression and confidence. Pupils will experiment and try new ideas where there are no right or wrong answers. Pupils will develop their knowledge and understanding of Music through exploration, experience and engagement with a wide range of sounds and instruments as well as developing an awareness of different cultures and traditions.

EYFS/ YR1

By the end of EYFS/KS1 (Yr 1) pupils will have:

- Begun to move to music, listened to or joined in rhymes or songs.
- Shown an interest in the way musical instruments sound.
- Represented their own ideas, thoughts and feelings through music
- Used and explored a variety of instruments and techniques, experiment with sound, pitch, duration, dynamics, tempo and timbre

Through:

- Quality and consistency that helps every child makes good progress and no child gets left behind
- A secure foundation through learning which are planned around the needs and interests of each individual child

KS1/KS2

Building upon prior learning by the end of KS2 pupils will have:

- Accessed a broad and balanced Music curriculum
- Developed an understanding and appreciation of a wide range of different kinds of Music
- Used their voices expressively and creatively by singing songs and speaking chants and rhymes
- Played tuned and un tuned instruments musically
- Developed skills of listening, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others
- Produced sounds and further develop expressive language
- Experimented and tried new ideas where there are no right or wrong answers
- Co-operated, tolerated and a worked with others willingly
- Developed awareness of different cultures and traditions through their Music
- Enjoyed and expressed ideas and feeling through Music

KS3/KS4

Building upon prior learning by the end of KS4 pupils will have:

- Played and performed in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvised and composed music for a range of purposes using the inter-related dimensions of music
- Listened with attention to detail and recall sounds with increasing aural memory
- Appreciated and understood a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Developed an understanding of the history of music.
- Interacted with their environment whilst further developing their skills in self-expression and communication understand and explore how music is created, (including learning an instrument where appropriate) produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo and timbre

Post-16

Building upon prior learning by the end of Post 16 students will have:

- Appreciated and enjoyed the expressive arts
- Utilised the knowledge, understanding and skills gained to enhance their lives as adults
- Developed confidence, self-esteem, foster positive attitudes and values
- Learnt about and experienced composing and performing using their voices, bodily movements and a variety of musical equipment
- Learnt about and experienced appreciating a range of musical styles from different cultures and eras

Assessment of learning:

Pupils within Yr2 – Yr 11 will be assessed using the developmentally appropriate assessment system regardless of age/ stage of learning. Music will be formally assessed through the Trust's assessment cycle which will evidence pupil progress over time which will be kept in individual pupil non-core files; teachers will use the gathered data & formative assessment outcomes to inform future learning which secures challenge, structures and sequences learning ensuring learning is embedded well in long term memory; this process will also help teachers to identifying individual interventions where necessary.

Assessment of learning is undertaken each teaching session to ensure learning remains sequenced building upon prior learning (developing long-term memory). Teachers use formative & summative assessment to ensure all learning is informed by previous attainment (learning always remains part of a well-planned sequence regardless of skill set/ needs type of pupils)

- **EYFS – Yr1:** Assessment in our Early Years settings is obtained via the Cherry Garden assessment tool, which records the achievements pupils make, covering the range from birth to the Exceeded Early Learning Goals (ELG) within the specific area of Expressive Art and Design.
- **L2L:** Pupils not yet engaged in subject-specific learning will access structured Music sessions securing equity in the subjects they access. We acknowledge that for some pupils within our schools there is a recognized need to address their developing understanding of very early Music concepts (pre-requisites to learning); early concepts are identified within Cognition & Learning strands. These strands of learning focus upon pupil's developing skills of engagement found within the areas of responsiveness, curiosity, anticipation, persistence & initiation; additionally, EHCP outcomes found within Communication & Interaction are pursued to ensure pupils develop their response to their interactions with others leading them towards making purposeful relationships. The strands of Sensory & Physical focus on listening and responding and exploring and playing instruments. L2L pupils will study Music through bespoke learning targets informed via an observational engagement profile & subsequent assessment outcomes (EHCP outcomes and Engagement indicators); these targets are delivered daily/ through the school week
- **R2L:** Pupils engaged in subject specific learning accessing a breadth of study. Assessment is undertaken via our bespoke assessment tool, focusing on the key skills in music (Singing & Musical Instruments, Music Creation, Musical Experience) which covers all aspects of the National Curriculum framework for Music ensuring there is a breadth and balance in the curriculum pupils study leading pupils, when ready, to begin to/ study for/ obtain qualifications outlined within the statutory assessment frameworks published by the DfE
- **Post 16:** Curnow bespoke health, wellbeing & relationships assessment. Students within the Post 16 classes will be additionally assessed using the learning outcomes identified within any accreditation/ qualifications systems used & via the modules of work addressed (in accordance to accreditation/ qualification pathways which secure all modules addressed hold meaning/ challenge for each student). The Post 16 offer will identify such accreditation.

<p>EYFS Cherry garden assessment tool Specific Area Expressive Arts and Design</p>	<p>L2L Cognition & Learning, Engagement profile</p> <p>Informed via Personalized learning need (5 aspects of engagement) Communication & Interaction Sensory & Physical</p>	<p>R2L (Yr 2 →) Music Curnow bespoke assessment</p>	<p>Post 16 Curnow Bespoke assessment for the Post 16 Curriculum.</p>
<p>Frequency of Assessment Termly; key targets identified via EYFS delivery Summative assessment</p>	<p>Frequency of Assessment weekly; key targets identified via Cognition & Learning, Communication & Interaction, Sensory & Physical strands woven through the L2L curriculum offer (targets can also be identified via Personalized learning goals obtained from EHCP outcomes)</p>	<p>Frequency of Assessment termly; key targets identified via Progression steps Music assessment Summative assessment each term</p>	<p>Frequency of Assessment Termly; key targets identified via the Curnow Accreditation bespoke assessment opportunities will continue through ASDAN personal Progress units linked to the Wellbeing and Relationships curriculum strand; summative assessment each term</p>

Summative assessment framework: Pupil progress files – recording and reporting

Progress files/Non-core progress files are provided for all pupils; these are designed to celebrate each pupils' personal successes and achievements sharing such success with their families and the wider school community. Outcomes collated further inform the SPT moderation process; progress files are additionally used to secure structured conversations with parents during termly progress meetings and within the Annual Review of EHCPs.

Moderation: Moderation will be undertaken by the subject co-ordinator for this area to ensure teacher assessment demonstrates accuracy when determining pupil's progress ensuring all learning remains part of a well-planned sequence for each pupil. Outcomes following moderation will further inform the subject co-ordinators development plan for this subject area to ensure the teaching delivery of this subject is in accordance to the planned intent/ impact designed and staff are in receipt of the appropriate CPD to ensure this subject area is taught well. Baseline assessment for all pupils new to each school will scrutinise the accuracy of assessment undertaken securing accuracy in the planned sequence of future learning (next steps) ensuring subsequent target setting is accurate and demonstrates the appropriate challenge in what pupils are learning.