



# BPS MUSIC CURRICULUMS AT A GLANCE



## Your aims and ambitions for the curriculum

We believe a high-quality Music curriculum should inspire pupils to be creative and imaginative within a musical context. The curriculum allows pupils to learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

## Know more, do more and remember more

Our curriculum and teaching has progressive knowledge planned across year groups into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary at the start of each lesson. Each unit ensures progression across the key milestones of singing and performing, improvising and composing and describing music. Over the course of each phase, pupils will cover the appropriate musical learning, revision of concepts and the regular practising of skills that are essential for effective musical learning.

## Curriculum adaptation; Access for all.

For the B20% of pupils, DP pupils and pupils with SEND, learning is adapted through scaffolds and adult support. FSE students given access to free instrumental lessons. SEND pupils access the same breadth of knowledge and learning, personalised to each pupil's SEND need. G&T students given external opportunities to perform e.g. Worksop Music Festival.

## Scope and breadth of the curriculum

The topics and themes were chosen to fulfil the requirements/coverage of the National Curriculum and are outlined in the SingUp curriculum. The chosen topics allow pupils to develop an understanding of music within culture and history, both in relation to their own culture as well as those from other communities and places.

Our curriculum is aspirational as it leads pupils to achieve and fulfil the requirements of the National Curriculum.

This is clearly highlighted/identified on the BPS Curriculum overview documentation.

## Sequencing of learning, particularly through concepts, vocabulary and skills

At BPS, the music curriculum has been carefully sequenced using Charanga and SingUp so that as pupils progress, they gain a coherent knowledge and understanding of singing and performing, improvising and composing and listening and appraising. The curriculum represents a complete and progressive library of resources that meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters. We also believe that a music curriculum should draw on a broad range of musical traditions, using authentic songs and materials, and have followed this approach when using Sing Up Music and Charanga to sequence out Music Curriculum. Each musical unit allows opportunities for progression in musical vocabulary revisiting key words such as timbre, tempo, dynamics, pitch and rhythm throughout their time at BPS.

Our curriculum allows children to become creative composers, critical listeners and confident performers.

## CPD (and the impact of it)

- 20.6.23:** What subject leaders know and do - East Mids. Education Support Service (ED/KP/EH)
- 4.9.23:** Effective use of spacing and retrieval practice to boost classroom learning – National College (ALL)
- 5.9.23:** A Practical guide to scaffolding to support Disadvantaged pupils – National College (ALL)
- 14.9.23:** Subject leader action planning twilight. (ALL)
- 24.9.23:** Sensational singing assemblies webinar (KP)
- 5.10.23:** Subject leader deep dive/QA time twilight.
- 9.11.23:** Phil Abbott – What subject leaders need to know - INSET training. (ALL)
- 23.11.23:** Subject leader Deep Dive/QA time twilight. (ALL)

## What to teach and when

Music is delivered weekly for 1 hour. During the Autumn term Class 2 are taught Ukulele as a whole class group. During the Spring term Class 3 are taught Violin. These are delivered by the outside agency 'Insprie'.

Given the nature of a two year cycle in a school with mixed classes, the curriculum has been planned as chronologically as possible, following the NC Programmes of Study.

The curriculum has been mapped out using both the Charanga and SingUp schemes to ensure that teachers know what, when and where to teach their lessons, carefully following curriculum overview documentation.

## Substantive and disciplinary

Our curriculum and teaching has progressive disciplinary and substantive knowledge planned across each year/class group into each unit.

Continue to develop the disciplinary and substantive objectives within the BPS curriculum.

## Deliberate enhancements to the curriculum

We enhance the curriculum through visitors into school e.g. Graham Bottley from Insprie music as peripatetic teacher, singing assemblies and events at the local church e.g. harvest festival christingle and Easter.

We also encourage students to take part in the Worksop Music Festival.



## What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

### Checks:

- Staff voice
- Pupil voice – 6.10.23
- Deep Dive/QA time – 9.11.23
- Music monitoring time – musical instrument audit – 17.11.23
- Music monitoring – book look – 26.1.24
- Pupil voice – 22.3.24

### Findings:

- Students find Charanga repetitive. **(Autumn 2023 – pupil voice interview)**
- Students particularly enjoy times in lesson where they get to create their own music. **(Autumn 2023 – pupil voice interview)**
- Evidence of learning is not happening in all lessons – staff not confident in how to evidence lessons. **(Autumn 2023 – staff voice interview)**
- Staff are most confident in teaching practical sessions and teach listening and performing most often. **(Autumn 2023 – staff voice interview)**
- There is very little evidence either written or videoed for music lessons. **(Deep Dive 9.11.23)**
- BPS has a good mix of untuned percussion and enough glockenspiels to share between pairs. **(Music monitoring time – 17.11.23)**
- Floor books are being used to evidence learning, key vocabulary and learning objectives. This is sporadic in Class 2, more consistent in Class 1 and yet to be started in Class 3. **(Book Look – 26.1.2024)**
- Children are enjoying the new SingUp curriculum – particularly listening to new genres of music and creating composing their own music. **(Pupil voice – 22.3.24)**
- Some pupils reported at poor behaviour during lessons was impacting their learning. **(Pupil voice – 22.3.24)**

### Next steps:

- Begin to implement the new SingUp curriculum in Class 2 **(Spring Term 2024)**
- Begin to implement the new SingUp curriculum in Class 3 **(Summer Term 2024)**
- Implement new evidence gathering in class floor books. **(Autumn 2023)**
- Encourage the use of video evidence gathering in lessons.
- Implement SingUp progression snapshot activity schedule
- Peripatetic violin/ ukulele long term plans to be added to music subject leader file.

### Actions taken:

- Feedback from pupil voice shared with the staff.
- Research into new music curriculum, based on feedback, with regards to moving away from Charanga. Settled on SingUp and subscription acquired.
- Floor books purchased and evidence being gathered in Class 1.
- Video evidence folder created in T:// drive.
- All music teaching staff emailed to outline evidencing expectation. **(Email sent 26/1/24)**
- Graham Bottley emailed.
- Spoken with teachers/ TAs delivering music with regards to behaviour management strategies and spoken with class teachers with regards to expectations of behaviour with all members of staff/ **(actioned 22.3.24)**

### Impact of actions taken:

- To be reviewed and established at the next period of monitoring – **19.1.24**