



Music at Westfields Junior School

At Westfields Junior School, we aim to foster children's talents as musicians by developing their ability to critically engage with music, allowing them to develop the musical skills of listening, composing, improvisation, playing (including singing) and performing using appropriate musical vocabulary. We believe musical learning is not linear; therefore, our curriculum design ensures the above skills and the inter-related dimensions of music are revisited in every unit of work in every year group. We use cross-curricular links, where appropriate, but also teach musical units of work from 'Charanga' to keep music learning fresh, lively and to widen children's musical repertoire. Ultimately, Westfields aim to deliver a high-quality music education that engages and inspires pupils to develop a life-long passion for music and one that increases their creativity, confidence and a sense of achievement.

Coverage

- Through our planned curriculum, children play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- They improvise and compose music for a range of purposes using the 8 inter-related dimensions of music (pitch, tempo, dynamics, structure, texture, notation, duration, timbre).
- They listen with attention to detail and recall sounds with increasing aural memory.
- They use and understand staff and other musical notations.
- They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- They develop an understanding of the history of music.
- This is achieved through termly music units which may be cross-curricular in nature or utilise 'Charanga Music School'.

Progression

- Vocabulary and depth: Within the dimension of 'notation', Year 3 learn musical notations involving pictures and rhythm words and by Year 6 pupils are expected to recognise and use a wide range of standard notation on a staff
- Playing/performing: Year 3 sing 'action songs' in unison and by Year 6, pupils are expected to sing in up to 3 or 4 parts and in harmony.
- Timeline/history: Year 3 are introduced to the musical timeline and composers are added to it throughout Years 4-6 to develop an appreciation of musical history.

Enrichment

- Whole class instrumental learning (djembe and recorders)
- Two choirs (whole school choir and Young Voices choir)
- Weekly Singing Assembly (covering famous composers and musicians, various musical genres and world music).
- Whole-school Christmas performance at St Swithen's Church
- Carol singing at Yateley Christmas Market and Anchor Care Home
- Termly performances to parents and as part of whole school assemblies
- Year 4 Hampshire Music Service workshop (including composing using music technology and World music)
- Annual events e.g. Easter, Westfields Has Talent, productions
- Music Guru peripatetic piano lessons
- Performances from pupils at Yateley Secondary School
- Vocal Ambassadors appointed in each year group

Cross-Curricular Links

- Year 3 – link to topic, 'Amazing Animals' and English ('Carnival of the Animals' and animal sound stories); link to Geography (African drums, Japanese song); link to History (Ancient Egyptian song)
- Year 4 – link to History (Ancient Greek music and songs) and Science topic of 'Sound' (Boomwhackers)
- Year 5 – link to Science topic, Space (Holst's 'The Planets Suite' and Strauss' Also Sprach Zarathustra) and link to Geography/History (Mexico/Mayans and Samba music from Brazil)
- Year 6 – link to History topic, WW2 (swing Music and Big Bands) and English (writing rap lyrics)
- World events and celebrations in weekly Singing Assemblies such as Easter, Harvest (links to RE, Geography, PSHE, History)

Assessment

- Whole class and verbal feedback
- Use of retrieval practice and re-caps in starters and plenaries
- Formative assessment (including open questioning, self-assessment and peer assessment, use and reference to Success Criteria etc)
- Performances captured on video for moderation purposes
- Expected standard and greater depth statements (taken from Music progression document) detailed on medium term planning
- Termly completion of Music Foundation Subject Assessment identifying children not achieving expected standard and those exceeding
- Brief termly summative assessment on musical knowledge

Inclusion / Challenge & Inspire

- Everyone has access to the Music National Curriculum.
- Key vocabulary is shared in Music Room display
- Key musical skills are modelled by adults and children e.g. listening, composing, improvising, playing and performing.
- Retrieval practice promotes deeper knowledge.
- Higher-order/key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches, strategies, task design, adaptations and differentiation.
- To ensure inclusion of all children the following are provided: self-selection of tiered activities; additional resources and scaffolds e.g. simplified music and instruments; differentiation through outcome; adult support and peer support.
- Children who play musical instruments, attend external choirs/musical theatre groups or show musical flair are encouraged to perform in solos/small groups in lessons and assemblies and are supported to continue their learning outside school e.g. Young Songwriter Competition.