

**Assessment and Data**

*How do you know the children are learning? What does analysis tell you?*

Teacher judgements are used to inform planning.  
Each class has a floor book to show evidence of their learning – examples chosen are a mix of abilities.  
Recordings of musical performances are saved on staff shared or on the website.  
Next year, we are going to introduce music mats as a way of evidencing attainment.

**SEND and Disadvantaged Progress**

*What is it and how do you know? How do you ensure it is good?*

Pre learning with those that you know will struggle to access the lesson or vocabulary.  
Differentiated resources.  
Support from the teacher/TA.  
Children that are confident with music are used to support others in the class.  
Use of visual supports.

**Lowest 20%**

*What is being done to improve their outcomes?*

Differentiated resources.  
Support from the teacher, TA and confident children.  
Focus children for the teacher.  
Given differentiated roles in group performance work.  
Equal opportunities to all.  
Access to live music making.

**Year Group Expectations**

*Set out the end point for each year group*

See document

**Our School Vision**

- ▶ Respect each other
- ▶ Cater for the needs of all
- ▶ Take a pride in our school
- ▶ Get involved
- ▶ Be a good team member
- ▶ Show initiative

**Our Curriculum Intent****Our Curriculum Intent at Willow Bank Junior School**

Our Curriculum Provides our children with:

- A rich depth of knowledge
- The skills to recall key facts and apply these independently in different situations
- A love of learning; being curious, confident and unafraid to ask questions or make mistakes
- The ability to articulate their thoughts and ideas and to make connections
- An understanding of their place in the world with tolerance and respect for all
- The ability to think for themselves and learn from others

Willow Bank Junior School Curriculum Planning

**Subject Intent**

*Linked to the vision, what is the intent for your subject?*

Children develop a love of learning, a love of music and appreciation of music.  
The music curriculum allows the children to return to previous learning each term/ year which enables a rich depth of knowledge. The music curriculum enables children to build on their learning from previous years and it also provides children with the opportunities to express themselves through music.

**Key Concepts**

*What is the progression of concepts being taught?*

Music is taught using the objectives from the National Curriculum with some focus on the New Model Music Curriculum.

There are 4 strands:

- Listening
- Composing
- Performing
- Improvising

Singing is covered throughout the year both in class, in assemblies and in productions.

Music Technology is taught through computing. Children use Purple Mash, Audacity, Garage Band and FinaleNotebook.

**Subject Overview**

|   | AUTUMN 1                                                               | AUTUMN 2                        | SPRING 1               | SPRING 2               | SUMMER 1                              | SUMMER 2                                |
|---|------------------------------------------------------------------------|---------------------------------|------------------------|------------------------|---------------------------------------|-----------------------------------------|
| 3 | Let your spirit fly<br>→Charanga<br>Three Little Birds<br>→Charanga    | <b>Y3/4 PRODUCTION</b>          | Notation-Recorder      | Notation-Recorder      | Elements of Music<br>→10 Pieces       | Music From Around the World<br>→Calypso |
| 4 | Mamma Mia<br>→Charanga<br>STOPI<br>→Charanga                           | <b>Y3/4 PRODUCTION</b>          | In2Music – Brass/Wind  | In2Music – Brass/Wind  | Elements of Music<br>→10 Pieces       | Music From Around the World<br>→Bhangra |
| 5 | Live! On a Prayer<br>→Charanga<br>Fresh Prince of Bel Air<br>→Charanga | Elements of Music<br>→10 Pieces | Reading music notation | <b>Y5 PRODUCTION</b>   | Reading music notation                | Music From Around the World<br>→Gamelan |
| 6 | Happy<br>→Charanga<br>You've Got A Friend<br>→Charanga                 | Elements of Music<br>→10 Pieces | Reading music notation | Reading music notation | Music From Around the World<br>→Samba | <b>Y6 PRODUCTION</b>                    |

*Year group planning in staff shared.*

**Trips/field experience**

Whole School 'Musical Mayhem' experience – staff band by Berkshire Music Trust.  
→Encourage and inspire children to learn an instrument.

**Cultural Capital**

"the essential knowledge that children need to be educated citizens"

*How do we address inequalities of opportunity and previous experience in this subject?*

Pre learning with those that you know will struggle to access the lesson or vocabulary.

Children will have a variety of musical genres that they are familiar with based on what they experience at home – in school, we expose all children to a range of musical styles. Some children may not be in a position to have instrumental lessons, these children are given extra opportunities at school if they are interested.

**Pedagogy**

*How are the knowledge and skills imparted at Willow Bank?  
How do we teach?*

Constant links to the history of music and where certain musical styles/pieces fit in the timeline – this is linked to History. Children are given lots of opportunities to listen & respond to music as well as experiences playing instruments themselves.

#### Vocabulary

*The type of vocabulary to be used and how you ensure this happens across the school.*

Vocabulary expected is broken down into each year group. Vocabulary is written on the topic overviews. Teachers to introduce any vocabulary to the children that they are unaware of at the start of a new topic and recap it through the topic. Teachers have also been given definitions of vocabulary to support their knowledge.

#### Key Texts

*How does the reading curriculum support the learning in your subject?*

Year 5 – A Fold Out Musical History

#### Subject Knowledge

*How do you ensure your knowledge is good enough? How do you support others?*

Researching new initiatives and possible resources.  
Part of the Wokingham Music Hub which gives us access to resources, training and events.  
Link with Berkshire Music Trust – training opportunities and support.  
Awarded a school Music Mark– this gives us access to resources.

#### Links and layers

*How does learning build on what is taught previously?*

Music is divided into 4 strands: listening, performing, composing & improvising. These strands are covered continually throughout the year, across all year groups but the vocabulary and skills develop. Each term, the 4 strands are covered through different topics - elements of music, notation, Charanga and music from around the world. The consistency in the topics allows fluency and progression between the year groups. It also enables children to make links and comparisons with that they've learnt previously. E.g. They may have learnt about S.American music in Year 5 and then in Year 6, they can make comparisons with African music.

#### Evidence

*As a leader, how do you know how well the subject is taught? What are the staff's CPD needs?*

Planning and timetabling.  
Whole class music books.  
Discussion with staff and children.  
Recordings of children's work.  
Floor books to show examples of work.  
Music Assemblies – each class/year show what they have been learning.  
Staff meetings – support staff with subject knowledge.

