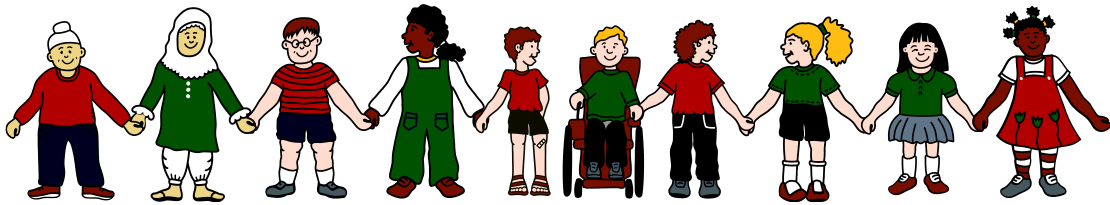


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



Music Report for Governors

2022-2023

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Curriculum Leader: Tania Dalton
Governor: Victoria Aldwinckle

Statement of intent

The aim of our music curriculum is to ensure that pupils develop the competence to excel in a broad range of musical activities:

- by mastering a basic music vocabulary
- by developing their musical knowledge and skills in the key areas of pulse / beat, rhythm, pitch and dynamics
- be able to play a range of percussion instruments to accompany music and songs
- appreciate an increasing range of musical styles and use their musical vocabulary to talk about music they have listened to
- to participate in whole class performances such as assemblies and concerts

Leading Music

The role of the curriculum lead is to continually monitor the quality of teaching and the curriculum that is being taught across the school, to ensure a creative and spiralled curriculum that is accessible to all pupils and supports those pupils that are disadvantaged or have Special Educational Needs and Disabilities (SEND). This is achieved through our school monitoring cycle which includes lesson observations, work scrutiny, display monitoring and photographic evidence. Photographic evidence is displayed in the music photographic evidence file. All other evidence is kept in the music curriculum file, which is monitored by the head teacher each academic year. Pupils are also involved in the monitoring of music through the collection of pupil voice from each year group. Further monitoring takes place through curriculum leader reports, which are shared with curriculum link governors.

Curriculum Intent

Teachers plan a creative, holistic, spiralled curriculum to ensure that music learning happens in a sequential and progressive manner. This enables pupils to build upon previously learned knowledge and skills and embed what they have learnt. This year the curriculum objectives have been delivered through the following topics and areas of learning:

	Nursery	Reception	Year 1	Year 2
Autumn	<p>Nursery Rhymes / Celebrations names of musical instruments and exploring the sounds they make nursery rhyme songs eg 1,2,3 Little Ladybirds, 5 Currant Buns, Humpty Dumpty, Twinkle Twinkle, Incy Wincy Spider Autumn songs and rhymes Teddy bear and birthday songs CIL</p>	<p>Three Little Pigs / Wolves and Environments Songs for daily routine Responding to Bhangra music musician of the month seasonal and class concert songs for performance: Cheerio off we go Straw, Sticks & Bricks I'm the Big Bad Wolf I made a Christmas present We wish you a Merry Christmas CIL Charanga Music Scheme First half term: Me! Second half term: My Stories.</p>	<p>Ourselves and Our Senses / The Natural World / Toys Use percussion instruments to re- tell the story of The First Musician Musician of the month assemblies performance poetry seasonal and class concert songs for performance: A Miracle in Town (Out of The Ark); Little Donkey, Knock, Knock, Knock at the Door, Away in a Manger, We Wish You a Merry Christmas. Charanga Music Scheme First half term: Introducing beat - how can we make friends when we sing together? Second half term: Adding rhythm and pitch - How does music tell stories about the past?</p>	<p>Healthy Me / An Island Home Seasonal and class concert songs for performance Musician of the month assemblies Charanga Music Scheme Unit 1: How does music help us to make friends?</p>
Spring	<p>Jungle Animals / Growing The Animal Boogie Rhythm of names and animal names Music and instruments from Africa 5 Hot Cross Buns In and Out the Dusty Bluebells Vivaldi Four Seasons CIL</p>	<p>The Gingerbread Man / Safe Journeys Musician of the Month CIL Charanga Music Scheme First half term: Everyone! Second half term: Our World</p>	<p>Winter / Traditional and Fairy Tales / Local area Goldilocks song Spring poetry musician of the month assemblies seasonal songs Charanga Music Scheme First half term: Introducing tempo and dynamics - how does music make the world a better place? Second half term: Round and Round</p>	<p>A Land Far, Far Away Seasonal and class concert songs for performance Musician of the month assemblies Charanga Music Scheme Unit 4 - Inventing a musical story - how does music teach us about our neighbourhood?</p>

Summer	<p>Sand and Water Seaside songs and shanties A sailor went to sea, sea, sea One little, two little pirates Music 'Under the Sea' CIL</p>	<p>The Little Red Hen / Growing Musician of the Month seasonal and class concert songs for performance 5 eggs and 5 eggs Cluck, cluck red hen 5 bread rolls in a baker's shop Little Red Hen rap</p> <p>CIL</p> <p>Charanga Music Scheme First half term: Big Bear Funk Second half term: Reflect, Rewind & Replay.</p>	<p>Plants / Seaside / Gruffalo Learning to orally retell the story of The Gruffalo using signing Musician of the month assemblies Seasonal songs</p> <p>Charanga Music Scheme First half term: Your Imagination Second half term: Reflect, Rewind & Replay</p>	<p>Nature Detectives Seasonal and class concert songs for performance Musician of the month assemblies</p> <p>Charanga Music Scheme Unit 3 (original scheme) I Wanna Play in a Band</p>
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Curriculum Implementation

Is music taught in a rich and varied way?

The music curriculum is taught in a rich and varied way, with strong cross-curricular links to other subjects. This helps bring learning to life and make it meaningful within a context.

Whilst the Charanga scheme of work provides a planning and progression spine for music in school, teachers work to ensure that music features in many other areas of school life. All the year groups learn and perform songs and concerts for their families. Performance is a key part of musical learning as it enables pupils to demonstrate what they have learnt, work together to produce an end-product and develop valuable personal skills, confidence and self-esteem. Key stage 1 have musician of the month assemblies, which are an opportunity to experience different genres of music. It has been lovely this year to reinstate these assemblies in the hall altogether and the children have responded really well, demonstrating active listening and appreciation of a piece of music, and then participating in a music making activity en masse inspired by the featured music. The assemblies are an opportunity to expose children to a diverse range of genres and musicians. In weekly assemblies, they learn musical rounds, such as the school song 'Land of the Silver Birch' and celebratory songs including 'Living and Learning' and 'Well Done'. In Reception, the pupils also learn about different musicians throughout the year. Within the EYFS, music features within the 'Expressive Arts and Design' area of learning. Opportunities to explore music and environmental sounds through CIL also enable the pupils to begin to develop the characteristics of effective learning. In year 1, the pupils learn the Goldilocks song as part of the Fairy Tales topic in the spring term, and The Gruffalo song as part of the Gruffalo topic in the summer term. They use Makaton and Pie Corbett signing with the songs to help embed them in memory. Developing memory is another key musical skill that benefits all areas of academic learning across the curriculum. They also use percussion instruments to make their own musical retelling of the story 'The First Musician' in RE. Key stage 1 classes also have dance lessons as part of the PE curriculum. Whole school arts events such as One World Week are an opportunity for all pupils to experience live music or dance from a variety of cultures.

It has been wonderful this year to return to live concerts for parents to appreciate their children's learning in music, as well as other areas of the curriculum, and to see so many families supporting their children by attending.

This year, an after school music club has begun for Year 1 children. It is free to attend. Each half term the club works on a project and then performs for the parents. Then a new call goes out to invite children to join the club. It has been gratifying to see some children returning to the club, and others joining for the first time, with overall numbers attending growing.

What has been done to improve standards?

Charanga is embedded as our core scheme, with each year group adding further music learning opportunities through our creative curriculum. The curriculum leader maintains close contact with local networks and services such as the Hertfordshire Music Service. This year, the curriculum leader was very fortunate to receive one-to-one, personalised, high-quality CPD from the Music Curriculum Lead at the Hertfordshire Music Service on self-evaluation for informing a music development plan (effectively our music action plan). In school, the teaching staff reviewed together the curriculum journey and key vocabulary to ensure it continues to be fit for purpose. Our school also hosted an external CPD delivered by the Hertfordshire Music Hub on music for 0-5 and Key Stage 1 on 8 March 2023. This was attended by teachers and teaching students from our own school as well as teachers from other schools in Hertfordshire. On 25th January 2023, the music curriculum leader

attended the subject cluster meeting held at Fairlands School. This was a really helpful meeting where music leaders could discuss typical music deep dive questions and experiences, and share good practice. On 1st of February 2023, we looked across the whole school curriculum at how to overcome a range of barriers to learning. A detailed provision plan was developed for music as part of this opportunity, considering barriers associated with hearing impairment, visual impairment, dyspraxia, memory and processing, ASD, ADHD, cognition and SEMH.

Overview of this year so far: progress towards the implementation of the music curriculum 2022-2023

- Review the music policy – The music policy was reviewed and approved by the governing body in December 2022.
- carry out planned whole school moderation in music - the curriculum lead is researching assessment tools that will be easy for teachers to use as a prerequisite for moderation.
- carry out planned observations in music across the school - Year 2 observation took place in the spring term; Reception and Year 2 observations are also planned for the spring term; a Nursery observation will take place in the summer term.
- carry out planned review activities in music through pupil voice - pupil voice will be collected in the summer term.
- continue to collate photographic or video evidence of displays and pupils' work - teachers have been asked to consider recording some of the children's work in their music lessons.
- oversee workshops if support is required- workshop to be identified for One World Week, to take place in the summer term.
- review resources and update as and when required – music trolley inventory was undertaken in the 2022 summer term. A full class set of claves is now available, in addition to a wide range of other percussion instruments. The music trolley will be reviewed again in the summer term 2023. Year 1 classes have each been given a class box of instruments.
- explore an extra-curricular after school music club – a music club is in place for Year 1 pupils.
- CPD in school for teachers and student teachers took place on 08.03.2023, provided by the Hertfordshire Music Hub.
- Curriculum Lead received CPD on self-evaluation of our school curriculum in January 2023.
- Curriculum leader attended the subject cluster meeting held at Fairlands School on 25 January 2023.
- Provision map for barriers to engagement, progress and achievement in music developed on 1 February 2023.
- develop the range of music played during assemblies with a focus on different composers and musicians of a wide range of genres – KS1 musician of the month assemblies are being updated taking into account the recommended listening guide in the Model Music Curriculum, and the very helpful book: Listen and Celebrate by Nate Holder and Helen MacGregor .

In order to implement our curriculum successfully, progress towards targets 2021-2022 was as follows:

Priority: To further secure an outstanding quality of education by putting in place a robust COVID – catch-up system.

Observations in Nursery, Reception, Year 1 and Year 2 witnessed music appreciation as part of the lesson.

'Musician of the Month' assemblies were prepared and circulated for key stage 1 to be delivered in classrooms, whilst assemblies were not taking place in the hall. Reception had its own musician of the month timetable.

Charanga was used in Reception and key stage 1, with singing as a fundamental part of each lesson. EYFS, had a strong focus on learning nursery rhymes, chants and daily routine songs. In key stage 1, the children learnt songs for Christmas, Easter, springtime and summer. The head teacher, in the weekly assembly, began to introduce the children to songs from around the world.

We signed up for the free license for 'Sing Up'. The curriculum lead attended training on the HfL resources 'Sing, Sing, Sing'.

Observations in Nursery and Year 1 witnessed the children using musical instruments in their lessons. The glockenspiels were well used by key stage 1. An inventory of the music trolley was carried out in the spring term. In the summer term, new class sets of instruments were purchased for each of the Year 1 classes. Additional claves were bought too, to ensure a full class set is available on the music trolley.

In terms of performance, COVID management meant that it was not possible for the children to perform for the families in a live concert in the autumn and spring terms. Nevertheless, Year 1 were able to go to the local church to perform Christmas carols and thoroughly enjoyed the experience. In the summer term, class concerts resumed, with parents attending summer celebrations of work for Reception, Year 1 and Year 2, as well as the Year 2 Leavers' assemblies. In lessons, the children had the opportunity to perform for each other to build their confidence. This meant that the children from Year 1 were able to conduct a fabulous public performance at Stevenage Day, reciting the first half of the story of 'The Gruffalo' from memory, with actions.

Weekly music lessons took place in Year 1. In Year 2, in order to facilitate time for COVID recovery work across the whole curriculum, the timetable was adapted so that music was taught each week for half a term each term. Music was incorporated across the EYFS with opportunities for CIL and continuous provision available as well as taught input. Additionally, there was a monthly musician of the month assembly, and the head teacher incorporated singing to the weekly whole school Friday assembly, held remotely in classrooms.

Priority: keep abreast of national changes in education

The curriculum lead read the Ofsted 'Review of Music' and the model music curriculum.

The curriculum journey was updated, in line with the new EYFS framework and key stage 1 priorities, including adaptation for COVID recovery.

Staff maintained good practice of ensuring good ventilation in classrooms when teaching music.

The curriculum lead attended the 'Sing, Sing, Sing' training provided by the Music Hub in the autumn term and continued to be in regular communication with the Hub. In the summer term, the curriculum lead attended a training on composition and notation provided by the Music Hub. This was extremely inspiring, and the lead implemented some of the ideas in the Year 1 music planning. Invitations to Charanga training and 'Tea and Symphony' training were circulated to staff.

Priority: To further secure outstanding leadership and management through supporting those for governance to securely and consistently understand their role and carry it out effectively.

Action plan reviews were shared with the governor. The governor met with the curriculum lead to discuss provision and subject leadership.

Priority: Music teaching in school is of a high standard and contributes to a broad and balanced curriculum.

The curriculum journey was updated with the EYFS new framework planning incorporated and the key vocabulary across the school revised.

A lesson observation in Year 1 took place in the autumn term.

A lesson observation in Nursery took place in the spring 1 term.

Lesson observations in Reception and Year 2 took place in the spring 2 term.

The lessons observed across the school exemplified engaging and rounded pedagogy. Music appreciation was incorporated into the lesson, with the children having the opportunity to listen to music and comment upon it and then take their learning into their own music-making. The children had the opportunity to use instruments as they practised their core skills. Progression was clear, with children in key stage 1 revisiting and building upon the concepts of rhythm and beat and exploring pitch, whilst also exploring how to combine instruments to create an overall sound. Lesson planning demonstrated children have the opportunity to compose lyrics to a learnt tune. They also had the opportunity to explore composing music using untuned and tuned percussion.

Curriculum impact

Since the last report to governors, the following impact was observed:

In the summer term of 2022, the school reintroduced some assemblies in the hall for key stage 1. It was noteworthy that the children knew some of the school songs, such as 'Living and Learning', showing that the investment in 'Out of the Ark' paid dividends. In the virtual assemblies every Friday, the head teacher led the singing of several songs. It was a wonderful experience for the key stage 1 children to come together in the hall to sing them. An experiment in singing a round in two parts was a resoundingly beautiful surprise as the children kept the melody and timing, demonstrating that the song was firmly embedded.

Ultimately, in the summer term of 2022, perhaps the most rewarding experiences were the class concerts for parents. For all the Reception and Year 1 children this was the first time they had been able to perform in front of a live audience of their families. For Year 2 pupils, it was the first time since their Reception Christmas concert in 2019. All the children made their families and teachers feel extremely proud. Year 1 children also did a superb performance retelling the story of The Gruffalo, complete with Makaton signing, at the Stevenage Day celebrations.

The performances, pupil voice and lesson observations in 2022 demonstrated high quality teaching, using the Charanga scheme as a backbone. This was enhanced by a strong culture in the school of music making, easy access to instruments and appreciation of environmental sounds from the earliest opportunity in Nursery, through to taught lessons, assemblies, seasonal events and the

creation of performance opportunities for Reception and key stage 1. Music was taught in discrete lessons, but also permeated the cross-curricular topic-based approach to learning. For example, the Year 2 children, on a trip to Rye Meads Nature Reserve learnt a song that helped them to remember key features of an insect and the Year 1 children learnt a traditional seaside song.

When collecting pupil voice in the summer term of 2022, the Year 2 children demonstrated good knowledge of genres of music, referring to rock and hip-hop. They discussed instruments that they could name, including piano and guitar. This was encouraging, as it was perhaps the cohort whose music education was most impacted by the Covid control measures.

As for impact of learning in the first half of the current academic year (2022-23), a lesson observation in year 2 witnessed super active listening by the pupils, and really good response to pulse, rhythm and pitch activities. In assemblies for KS1, it was particularly gratifying to hear the Year 1 and Year 2 children successfully sing a round in 2 parts in the spring term. During the Key Stage 1 Musician of the Month assemblies the Year 1 and Year 2 pupils have demonstrated superb participation skills in listening and collectively making music, 180 pupils together. These achievements demonstrate that their music education in EYFS engaged and nurtured their interest and laid good foundations in early response to music. A significant number of children with SEND participated successfully and well in these large-scale music making events.

Moving forward: Actions for the remainder of 2022/2023 and moving into 2023/2024

- Continue to collect pupil voice and recordings of musical learning.
- Develop and embed an effective assessment tool.
- Continue to ensure that children are exposed to a diverse range of genres and musicians through a monthly focus.
- Undertake a learning walk.
- Conduct an inventory of the music trolleys.
- Consider how instruments are stored to avoid breakages.
- Have broken instruments repaired or replaced.
- Continue to implement the after-school music club.
- Undertake the self-evaluation and review our curriculum provision in line with the National Plan for Music which now includes a focus on 0-5 music.

Music Key Vocabulary 2022-2023

	Nursery	Reception	Key Stage 1
Key Vocabulary	song, sound, fast/slow, quietly/quiet, loudly/loud, tambourine, drum, triangle, shaker, cymbal, bells, listen, play, sing, voice, instruments, clap	tap, beat, silence, xylophone, chime bars, castanets, guitar, piano, musician, conductor, perform	chorus, verse, beat/ pulse , rhythm /long & short sounds, tempo , dynamics , melody, high/low/ pitch , harmony , mood/ timbre , sound/ texture , body percussion, untuned percussion, guiro, claves, maracas, glockenspiel, audience, improvise, compose
Exposed vocabulary	Classical, Pop	Classical, Bhangra, Folk, Jazz, Pop, Rock'n'Roll, Jazz, Reggae, Indie, Funk, violin, trumpet, trombone	