



How we teach MUSIC at Lozells School

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Our vision:

*To teach and nurture the children of our community is a privilege.
Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.*


Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.

Our ethos is:

*Everyone is entitled to be the best they can be.
We will enable children to learn, challenge them to think hard and guide their growth as young people.*

*They are their own future, their family's future, our future.
Our children have differences, character and voices and we encourage this!*

1. SUBJECT VISION STATEMENT

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At Lozells, we believe that music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire all pupils of all backgrounds and needs, to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, sense of achievement and self-esteem. We want pupils to develop a critical engagement with music, providing opportunities for them to compose, improvise, listen and appraise and perform, developing their own musical voice through singing and playing a variety of instruments as individuals, in groups and as a whole school. This will also be encouraged by providing opportunities for the children to experience high quality live music and ensuring that the appreciation and exposure of music is engrained throughout school life.

2. BUILDING ON THE SCHOOL CURRICULUM DRIVERS

Healthy Advocates

Our children understand what it means to be a healthy, fit and happy both physically and mentally and will value this; taking positive action for themselves and supporting their peers with this.

Respectful Citizens

Our children have respect for themselves and the voice, thoughts, feelings and beliefs of others; respecting the diversity our wonderful world has. Our children will gain an understanding of their emotions and have skills to resolve disagreements. Our children will be responsible citizens and know how to speak up against prejudice or injustice.

Confident Communicators

Our children communicate their thoughts, ideas and opinions in a clear and confident manner through speech, writing and the safe use of online platforms. Our children are bold enough to say what is fair, make mistakes and unravel new learning through discussion with their peers. Our children understand how to listen and facilitate a respectful space for others to communicate also.

Aspirational Learners

Our children have self-belief and high expectations of themselves; setting goals and working hard to achieve them both in school and at home. Our children know that mistakes = learning and understand that learning should be challenging. Our children are passionate about life-long learning and understand that great achievement starts with aiming high and believing we will.

Knowledgeable Scholars

Our children have gained and understood a range of important foundational knowledge across all subjects which they will be able to build future learning upon. Our children strive to learn more, know more and put their knowledge into practice. Our children are curious about sources of knowledge and understand bias, perspective and influence. Our children have explored how knowledge has changed the world and how great inventions have come from a place of expertise.

Successful Achievers

Our children understand the learning process, reflect on their own learning and are self-motivated to learn more and work to remember more. Our children work hard to be the best that they can be, have bold ambitions and overcome challenges through perseverance and determination. Our children take pride in their personal accomplishments and celebrate the achievements of their peers, providing motivation and encouragement.

Pupils and staff alike understand the unique benefit that listening to and making music can have on our mental health. Children's self esteem is boosted through the improvising and composing of music as well as the achievement of learning and performing musical pieces. Listening to a music is a great way to help evoke mood which is encouraged and celebrated at Lozells.

Children will be exposed to a variety of different genres of music from different cultural backgrounds which will help to build respect and tolerance for those different cultures, understanding the significance of music to different cultures, religions and countries. Children will understand the relationship music has to our emotions and how this can be a powerful tool to change atmospheres and therefore how we can use our voice to do this too.

Music is a form of communicating, communicating how we feel, making music with a message. Music forces children to communicate and exercises the use of their unique voice, musically and otherwise. Chances to perform help children to build confidence in publicly communicating and expressing themselves. With opportunities to listen to each other's creations is allows children to practise critiquing each other in a respectful and constructive way.

The skills of music making take time and dedication and children learn through making mistakes, learning to hear their mistakes and to correct them. Music making is a safe place to make mistakes which can even help in the process of composing and improvising musical pieces.

Children learn the technical skills and musical theory so they can speak with confidence using technical language referencing famous and influential musicians and artists. Music lessons in Lozells, expose children to a variety of genres and artists to give them the tools to find out their own unique style, favourite genres and how to find out more about people who have used music to make positive changes in the world.

Music encourages children to spend time practising and rehearsing showing the importance of this stage of music making, building up to performances, no matter the size of the audience. They celebrate their own success but also experience the appreciation and applause of an audience. They encourage their peers in their own musical performances.

3. MEETING THE AIMS OF THE NATIONAL CURRICULUM

PURPOSE OF STUDY:

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

NATIONAL CURRICULUM AIMS:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

ATTAINMENT TARGETS:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

KS1 NC SUBJECT CONTENT:

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 NC SUBJECT CONTENT:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

4. INTENDED PROGRESSION THROUGH THE CURRICULUM

EYFS

KEY STAGE 1

KEY STAGE 2

EYFS – MUSIC RELATED EARLY LEARNING GOALS

Expressive Art and Design Programme of Study Early Learning Goal

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. They join in with songs, use different textures and can make different textures.

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Other related ELG:

Communication and Language Programme of Study ELG

Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

KEY STAGE 1 AND KEY STAGE 2 SKILLS LADDERS

VOCAL SKILLS PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.1 Explore using the voice in different ways (e.g. talk whisper, shout, sing)	2.1 Know why it is important to warm up our voices	3.1 Begin to demonstrate good posture and breathing when singing	4.1 Demonstrate good posture and breathing when singing	5.1 Understand the importance of warming up, posture and breathing when singing	6.1 Understand the importance of warming up, posture and breathing when singing
1.2 Begin to find an appropriate singing voice.	2.2 Begin to develop good diction when singing	3.2 Demonstrate clear diction and voice projection when singing	4.2 Demonstrate clear diction and voice projection when singing	5.2 Demonstrate musicality and an understanding of the interrelated dimensions of music when singing	6.2 Demonstrate musicality and an understanding of the interrelated dimensions of music when singing
1.3 Participate in singing games and warm ups	2.3 Participate in singing games and warm ups	3.3 Participate in singing games and warm ups	4.3 Participate in singing games and warm ups	5.3 Participate in singing games and warm ups	6.3 Participate in singing games and warm ups
1.4 Copy simple melody patterns	2.4 Copy simple melody patterns	3.4 Accurately copy simple melody patterns	4.4 Accurately copy melody patterns involving a wider range of notes	5.4 Sing back more complex melody patterns accurately	6.4 Sing back more complex melody patterns accurately
1.5 Sing as part of a large or small group	2.5 Sing as part of a small or large group	3.5 Sing in groups with an awareness of others within the group	4.5 Sing with confidence in smaller groups	5.5 Begin to show confidence singing as a soloist, in a duet or trio	6.5 Sing with confidence singing as a soloist, in a duet or trio
1.6 Sing call and response songs	2.6 Begin to sing in rounds	3.6 Sing rounds confidently	4.6 Begin to sing songs involving different parts	5.6 Sing songs involving different parts	6.6 Sing songs involving different parts

RHYTHM, TEMPO & READING MUSIC PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.7 Identify the pulse (beat) in different pieces of music.	2.7 Identify the pulse (beat) in different pieces of music with varying tempos.	3.7 Describe what a rhythm is (pattern of long and short sounds)	4.7 Explain the difference between the pulse and a rhythm	5.7 Begin to develop understanding of time signatures	6.7 Continue to develop understanding of time signatures
1.8 Copy and play simple rhythm patterns (using body percussion or instruments)	2.8 Copy and play simple rhythm patterns	3.8 Copy and play different rhythm patterns	4.8 Copy and play different rhythm patterns	5.8 Copy and play more complex rhythm patterns	6.8 Copy and play more complex rhythm patterns
1.9 Begin to read graphic notation to play simple rhythms	2.9 Read graphic notation to play simple rhythms	3.9 Name basic musical notes and identify their value	4.9 Read basic musical notes in a piece of music	5.9 Name a range of musical notes and identify their value	6.9 Read a range of musical notes in a piece of music
1.10 Begin to record simple rhythms using graphic notation	2.10 Record simple rhythms using graphic notation	3.10 Write simple rhythms using the correct (basic) musical notes	4.10 Write simple rhythms using the correct (basic) musical notes	5.10 Write rhythms using a range of musical notes	6.10 Write rhythms using a range of musical notes

PLAYING INSTRUMENTS PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.11 Play instruments appropriately and respectfully.	2.11 Play instruments appropriately and respectfully.	3.11 Play instruments appropriately and respectfully.	4.11 Play instruments appropriately and respectfully.	5.11 Play instruments appropriately and respectfully.	6.11 Play instruments appropriately and respectfully.
1.12 Explore different ways of playing instruments (e.g. you could hit, scrape or shake a tambourine)	2.12 Explore different ways of playing instruments (e.g. you could hit, scrape or shake a tambourine)	3.12 Use correct techniques to play instruments	4.12 Use correct techniques to play instruments	5.12 Demonstrate musicality when playing instruments	6.12 Demonstrate musicality when playing instruments

1.13 Name familiar classroom instruments	2.13 Name familiar classroom instruments	3.13 Name a range of classroom instruments	4.13 Name a range of classroom instruments	5.13 Organise classroom instruments into 'family' groups	6.13 Organise classroom instruments into 'family' groups
1.14 Follow simple instructions (from a conductor) for when to play and stop	2.14 Follow simple instructions from a leader/conductor	3.14 Respond to musical cues from a conductor/leader	4.14 Respond to musical cues from a conductor/leader	5.14 Respond to musical cues from a conductor/leader	6.14 Respond to musical cues from a conductor/leader
1.15 Copy and play simple melodic patterns (2 notes)	2.15 Copy and play simple melodic patterns (3 notes)	3.15 Copy and play different melodic patterns (up to 5 notes)	4.15 Copy and play different melodic patterns (up to 5 notes)	5.15 Copy and play more complex melodic patterns (5 or more notes)	6.15 Copy and play more complex melodic patterns (5 or more notes)
1.16 Play together in small and/or large groups	2.16 Play together in small and/or large groups	3.16 Play showing an awareness of others in the group	4.16 Begin to play different parts within a group	5.16 Play different parts within a group/ensemble	6.16 Play different parts within a group/ensemble

COMPOSITION & ICT PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.17 Begin creating simple rhythm patterns of long and short sounds (using body percussion or instruments)	2.17 Begin creating simple rhythm patterns of long and short sounds (using body percussion or instruments)	3.17 Create rhythm patterns of long and short sounds (using body percussion or instruments)	4.17 Create rhythm patterns of long and short sounds (using body percussion or instruments)	5.17 Create more complex rhythm patterns of long and short sounds (using body percussion or instruments)	6.17 Create more complex rhythm patterns of long and short sounds (using body percussion or instruments)
1.18 Begin creating simple melodic patterns using 2 notes	2.18 Begin creating simple melodic patterns using up to 3 notes	3.18 Create compositions using up to 3 notes	4.18 Create compositions using up to 5 notes	5.18 Compose a melody using 5 or more notes	6.18 Compose a melody using 5 or more notes
1.19 Use ICT to help practise and perform music.	2.19 Use ICT to help practise and perform musical phrases in time.	3.19 Explore ways in which ICT can be used to arrange different combinations of sounds.	4.19 Explore ways in which ICT can be used to arrange different combinations of sounds.	5.19 Explore ways in which ICT can be used to arrange different combinations of sounds to compose music (e.g. use of Garage Band).	6.19 Explore ways in which ICT can be used to arrange different combinations of sounds to compose music (e.g. use of Garage Band).

IMPROVISATION PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.20 Develop knowledge of improvisation	2.20 Develop knowledge of improvisation	3.20 Develop an understanding of the difference between composition and improvisation	4.20 Develop an understanding of the difference between composition and improvisation	5.20 Demonstrate an understanding of the difference between composition and improvisation	6.20 Demonstrate an understanding of the difference between composition and improvisation
1.21 Respond to a simple rhythmic patterns by clapping	2.21 Respond to a simple rhythmic patterns by clapping	3.21 Begin to develop simple “rhythmic conversations” (clapping or instruments)	4.21 Develop simple “rhythmic conversations” (clapping or instruments)	5.21 Develop more complex “rhythmic conversations” (clapping or instruments)	6.21 Improvise using a range of instruments (including clapping & voice)
1.22 Respond to a simple melodic pattern using one or two notes	2.22 Respond to a simple melodic pattern using one or two notes	3.22 Begin to develop a simple “melodic conversation” using one or two notes	4.22 Respond to a simple melodic pattern using up to 3 notes	5.22 Respond to a simple melodic pattern using up to 5 notes	6.22 Begin to create more complex rhythms and melodies when improvising

PERFORMANCE PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.23 Begin to understand the importance of practice	2.23 Develop understanding of the importance of practice	3.23 Understand how practice relates to performance outcomes	4.23 Understand how practice relates to performance outcomes	5.23 Practice effectively to enhance a performance	6.23 Practice effectively to enhance a performance
1.24 Perform to an audience	2.24 Perform to an audience with confidence	3.24 present performances effectively with awareness of others (audience and peers).	4.24 present performances effectively with awareness of others.	5.24 present performances effectively with awareness of audience, venue and occasion.	6.24 present performances effectively with awareness of audience, venue and occasion.
1.25 Perform in a large or small group	2.25 Perform as an ensemble/band	3.25 Begin to perform in smaller groups, i.e. solo, duet, trio, quartet	4.25 Begin to perform in smaller groups, i.e. solo, duet, trio, quartet	5.25 Perform in smaller groups, i.e. solo, duet, trio, quartet, with confidence	6.25 Perform in smaller groups, i.e. solo, duet, trio, quartet, with confidence

LISTENING & APPRAISING PROGRESSION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1.26 Listen to different genres of music and explain how the music makes them feel	2.26 Listen to different genres of music and explain how the music makes them feel	3.26 Listen to a wider range of different genres of music and explain how the music makes them feel.	4.26 Critique a range of music from different traditions and from great composers and musicians.	5.26 Critique a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	6.26 Critique a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
1.27 Begin to evaluate their own performances	2.27 Begin to evaluate own performances	3.27 Evaluate own performance and make suggestions for improvements	4.27 Evaluate own performance and make suggestions for improvements	5.27 Evaluate own performance and make suggestions for improvements	6.27 Evaluate own performance and make suggestions for improvements
1.28 Begin to develop an understanding of the history of music.	2.28 Begin to develop an understanding of the history of music.	3.28 Begin to develop a greater understanding of the history of music within time periods studied.	4.28 Develop a greater understanding of the history of music within time periods studied.	5.28 Develop a greater understanding of the history of music.	6.28 Develop a greater understanding of the history of music.
1.29 Begin to identify and describe the inter-related dimensions of music (pulse, rhythm, pitch, dynamics, tempo)	2.29 Identify and describe the inter-related dimensions of music (pulse, rhythm, pitch, dynamics, tempo)	3.29 Begin to identify and describe a wider range of the inter-related dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre)	4.29 Begin to identify and describe a wider range of the inter-related dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre)	5.29 Identify and describe a wider range of the inter-related dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre)	6.29 Identify and describe a wider range of the inter-related dimensions of music (pulse, rhythm, pitch, dynamics, tempo, timbre)
1.30 Identify and name common instruments (e.g. piano, guitar, drums, violin) in a range of genres of music	2.30 Identify and name common instruments (e.g. piano, guitar, drums, violin) in a range of genres of music	3.30 Identify and name a wider range of common instruments (e.g. trumpet, xylophone, flute) in a range of genres of music	4.30 Continue developing ability to identify and name an increasingly wider range of instruments in a range of genres of music	5.30 Continue developing ability to identify and name an increasingly wider range of instruments in a range of genres of music	6.30 Continue developing ability to identify and name an increasingly wider range of instruments in a range of genres of music
1.31 Know that different genres of music have different features	2.31 Identify and name different genres of music	3.31 Identify and name a wider range of different genres of music	4.31 Identify different genres of music and explain how you know (using style indicators and instruments)	5.31 Identify different genres of music and explain how you know (using style indicators and instruments)	6.31 Identify different genres of music and explain how you know (using style indicators and instruments)

5. IMPLEMENTATION THROUGH CHARANGA – EVIDENCE-BASED PRACTICE

At Lozells School, Music is taught using the online resource Charanga Musical School. It is taught in a sequence of units across each year group, each unit incorporating the different strands of musical learning; Listening and Appraising, Singing, Playing, Improvisation, Composition and Performing. This is taught with a range of musical activities and games, all provided on the Charanga music resource. Focussing on each of these different elements in each session across the year group and school allows the pupils to study in depth the key skills and vocabulary as well as refining these skills within each unit. The different musical elements are not ones to be taught independently of each other as music making incorporates several elements all at the same. Whilst children may have a particular focus within a lesson they will always be exercising a range of musical skills. Each unit is sequenced to allow children to build on prior knowledge and build upon those skills, practise them and refine the skills.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	Coming Soon
YEAR 2	Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6	Focus on Dynamics & Tempo How Does Music Teach Us about the Past? 1 2 3 4 5 6	Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6	Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	Music that Makes you Dance How Does Music Make Us Happy? 1 2 3 4 5 6	Coming Soon
YEAR 3	Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	Learning More about Musical Styles How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6	Coming Soon
YEAR 4	Interesting Time Signatures How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon
YEAR 5	Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Introducing Chords Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon
YEAR 6	Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6	Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6	Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon

The Charanga Musical School resource is ideal for specialist and non-specialist teachers as each unit comes with detailed lesson plans, musical resources and subject knowledge support. They have recently written a new scheme based on the DfE's "Model Music Curriculum", ensuring children have time to develop their knowledge, understanding and practical skills in order to become experts in the different areas.

Teachers are encouraged to provide opportunities for children to experience and take part in musical activities outside of the music lessons by listening to music throughout the week, giving children time to respond. Children also take part in whole school singing assemblies where children can practise their vocal skills as part of a larger choir.

Trips, visitors and enrichment opportunities:

Due to the COVID-19 pandemic, children missed out on many musical opportunities; opportunities to perform and opportunities to watch. However, many digital, interactive and hybrid performances were put on which the children of all year groups were able to get involved in so still enabling children to experience a mix of live and recorded music.

There is an ongoing project with the current Year 5 children with the City of Birmingham Symphony Orchestra which they can be working on for the last 4 years in the lead up to the Commonwealth games. They have regular workshops where they are practising their own singing and musical skills as well as being exposed to high quality live music played by the visiting musicians. Children across the school are able to be included with the CBSO performances that they put on digitally for the whole school. In previous years, the CBSO have been regular visitors to Lozells with other workshops being provided leading up to large group performances with other schools.

Children in Year 4 have had whole class teaching by a professional Dhol drummer from the music services.

6. DEVELOPING ENGLISH SPEAKING, READING AND WRITING SKILLS THROUGH MUSIC

Opportunities to develop **speaking**:

- Regular listening and appraising activities. Children respond verbally and participate in discussions around different musical pieces and artists.
- Children evaluate their rehearsals and performances, as well as their peers.
- Children are consistently exercising their voice with vocal activities in every music lesson.

Opportunities to develop **reading**:

- Children read the instructions in the variety of musical pulse and rhythm games.
- Children learn to read music, including graphical notation.
- Children are given lyrics to each song they are learning which requires fluent reading skills.

Opportunities to develop **writing**:

- Children compose their own music, writing lyrics and graphical notation.

7. EQUALITY OF ACCESS AND EFFECTIVE SUPPORT FOR CHILDREN WITH SEND

Music making is naturally a very inclusive subject. Uniting people of all backgrounds, disabilities, difficulties and experiences. Therefore we at Lozells wholeheartedly believe that there should be no barriers to children with SEND taking part, enjoying and achieving in music. There are many examples in our school as well as the world around us of children who have SEND that excel in music making.

Support for children in Lozells with SEND:

- SEND children feel supported by their peers as much of music lessons are carried out as a group.
- Charanga has a wealth of resources specifically providing support for children with SEND.
- Music lessons provide great opportunities for SEND children to develop their gross and fine motor skills as well as catering to the many different learning styles as music uses the motor, visual and auditory parts of the brain simultaneously.
- SEND pupils in Lozells are given equal opportunities to take part in extra-curricular musical events with several taking part in a musical project leading up to the Commonwealth games.



Charanga and our **SEND partners** are delighted to be able to provide this section of Musical School dedicated to supporting teachers and students working and learning in special needs settings.

The **SEND Scheme**, **CREATE** and **Freestyle Resource Library** sections are already widely used in both special and mainstream schools. The **Signed Songs** collection is a fantastic new addition to this suite of materials.

Scheme ANYONE CAN PLAY

The Scheme was conceived to empower the non-specialist teacher to lead music sessions. The Scheme will support students at any point on the learning-difficulty spectrum to engage with practical music making.

[Open Anyone Can Play »](#)

CREATE Create, improvise, perform

Four outstanding projects with in-depth video support, showing how to use iPads to compose, improvise and perform. The projects are designed to work across the whole SEND spectrum, from PMLD settings to PRUs.

[Open CREATE »](#)

Freestyle RESOURCE LIBRARY

A library of the most popular Musical School resources as used by teachers in special schools across the Charanga community.

[Open Resource Library »](#)

NEW: Freestyle SIGNED SONGS

This collection of signed songs offers an additional way to communicate the words and meaning of the repertoire.

[Open Signed Songs »](#)

DOCUMENTS

- [Teaching in an SEND ASN Setting During COVID](#)
- [Teaching Music Safely During COVID UK](#)
- [About The Scheme](#)
- [Introduction to CREATE](#)
- [Flash Cards](#)
- [Keywords and Vocabulary for Teachers](#)
- [Keywords and Vocabulary for Teachers](#)
- [History of Music Poster](#)
- [Style Indicators](#)
- [Measuring progress using Sounds of Intent](#)

8. ANALYSING THE IMPACT OF OUR MUSIC CURRICULUM TO INCLUDE ASSESSMENT

Due to the nature of music making, being a process that uses a variety of skills simultaneously, both formative and summative assessment must look different to the typical methods of assessments that are used in other subjects. Any assessment must be something that first and foremost benefits the pupils, therefore there is not an emphasis on collecting physical evidence or measuring each child on a specific musical objective in each lesson as all musical objectives should be working in combination with each other.

Therefore, at Lozells, the way that we assess the impact of our music curriculum is through:

- Pupil voice – measuring what the children have retained in terms of musical vocabulary, skills, knowledge of different musical artists.
- A selection of evidence is collected in a class folder. Within this folder is a few good examples that include: regular listening and appraising activities, written graphic notation of children's compositions and observations from teacher.
- Audio recordings of both practise sessions as well as final performances are saved on the system as well as shared around to inspire the other classes.
- Teacher judgement is paramount in ensuring all children achieve. Teachers have an awareness of the engagement and understanding of their children and know which children need more support and which are excelling in this subject.

9. TEACHER CPD AND SUBJECT DEVELOPMENT PRIORITIES

Key priorities for music in Lozells:

- Staff to receive relevant training in areas of music that are most appropriate for the needs of the teaching staff. This includes a refresher on the use of Charanga, our music teaching resource, and given time to understand the website and breadth of resources it provides.
- Ensuring staff have the confidence around music making, especially for non-music specialists and given support and direction as to where to find relevant subject knowledge information.
- Implementing a manageable and effective assessment system to monitor progress in music across the school.
- Organising the timetable so there are opportunities each week for music making and/or listening.

Great ambitions for music at Lozells	How we are working to achieve this
There would be some form of music teaching and learning in the classroom every week.	Teachers are encouraged to incorporate listening and appraising into other areas of the school day as well as their weekly music lessons.
Children have opportunities to listen to a variety of different live musical performances from different genres.	Where available children will have the opportunity to have visiting musicians or go to a musical concert outside of school to listen to live music.
Lozells provide opportunities for children to become proficient on an instrument.	<p>Small groups of children in different year groups to take part in Dhol or African drumming.</p> <p>The Year 4 cohort have weekly Dhol drumming lessons.</p> <p>Teachers ensure the children are using the tuned instruments (glockenspiels/recorders) in their music lessons so that across the school children have experience of tuned and untuned instruments.</p>