

Subject Leader Impact –

Music

Presentation to staff and
Governors 2021

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ASHTON KEYNES

Church of England VC Primary School

SHINE BRIGHT ★ REACH FOR THE STARS



Music at AK

"Enabling life in all its fullness"

"I came that you may have life, life in all its fullness" (John 10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Up to date policy : Yes

Website updated: in process (with Sarah)



The most important thing about **Music** is expressing
ourselves

We listen with intent

We perform together

We inspire

And our creativity blossoms

But the most important thing about **Music** is
expressing ourselves

What do our children say about music?

Year 4 and 2 pupil
voice about weekly
music lessons.

I enjoy
Singing assemblies with
Mrs Crowley.
Playing new instruments.
Listening to new songs.

The website (Charanga)
shows what we need to
play. (when playing the
glockenspiels in lessons.)
We listen and watch,
then play.

What helps you in
lessons?
Having guitar lessons
helps me.

We normally have music
once a week but Mr
Hockaday plays songs
and music and we sing
along.

What do AK children say about singing?

Taken from upper
KS2 when asked
about whole
school singing,
and school choir.

I love performing;
it's nice that we
always practise for
a concert.

Whenever there's a part we
are struggling with Mrs
Crowley always stops and
goes over it and shows us
how to do it.

Pupil Voice about whole school singing and school choir.

We do songs that are out of
our comfort zones, like really
high or really low, which is
good because it makes us
better.

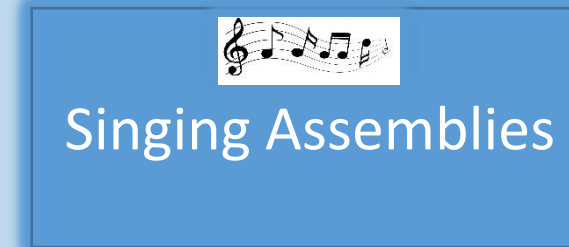
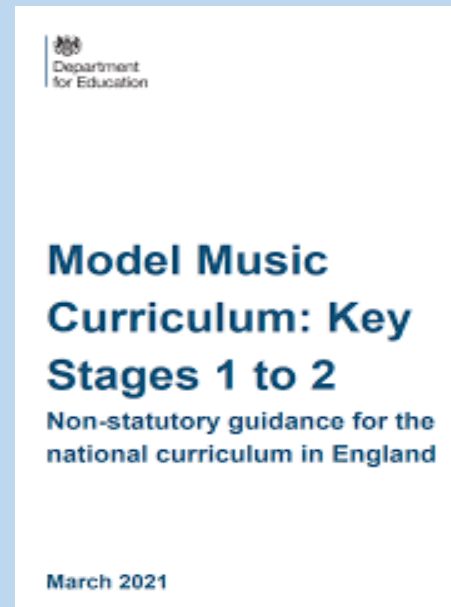
They push us to our
limits so we will always
improve.

Maybe we could have a
KS2 lesson and a KS1
lesson so we can have
certain songs for your
age.

Implementation - How?

- Curriculum map:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	Mel 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 3 OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music And Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6



Instrumental Tuition

	Number of Pupils	Funded Pupil Premium Pupils
Drums	7	
Piano	22	4
Brass	2	
Violin	1	1
Flute	3	1
Singing/Piano joint	2	
Guitar/Ukelele	9	1

Assessment and data:



Music (2020 REPORTS)			MUSIC (2020 REPORTS)			MUSIC (2020 REPORTS)		
Y 1 - 6	Total	%	SEND(19)	Total	%	PPG (1)	Total	%
BARE	8	4%	BARE	8	42%	BARE	2	11%
ARE	152	82%	ARE	11	58%	ARE	15	83%
GD	25	14%	GD	0	0%	GD	1	6%

So what:

The majority of our GD achievers are learning musical instruments or active members of the school choir.

1 PPG child reached GD last year. We provide funding for some of our PPG children to learn musical instruments. I am going to monitor this and will be looking for this percentage to increase.

What has happened this year?



- Action plan- including implementing the clear identification of knowledge and skills progressing through each year group. This is linked to our Charanga scheme.
- New initiative linked to notation has been developed, with the intention of all children leaving AK being able to read simple music notation.
- Monitoring of music across year groups, learning/listening walks and observations.
- Analysing data- what is it saying? Comparing it with other subjects e.g. power of 10 in order to raise aspirations.
- CPD- remote cluster meetings with other Wiltshire music leads, keeping in touch with local initiatives and Charanga update training.
- Instrumental lessons continued remotely where possible and systems put in place in line with our risk assessment to ensure face to face lessons continued as soon as possible.

Impact



- New music suite space created to house instrumental lessons and all resources(including fantastic new drum kit!)
- Liaising with and support provided to our peripatetic teachers has enabled instrumental lessons to continue throughout lockdown. Communication with Swindon Music Coop.
- New notation initiative has been written and introduced to staff and will be put in place from Term 6.
- Staff updated on New 'Model Music Curriculum'(Mar'21) released to support National Curriculum.
- Remote weekly singing assemblies for whole school introduced from Term 5 with a focus on music elements and skills. 30 mins of the expected 1hr of music each week.



Music Addition Level 2 - #1

Write the number of beats each in the rhythms, then determine the sum of each equation.

1 beat = Brown
2 beats = Gray
3 beats = Green
4 beats = Blue

1. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 6$ ✓

2. $\text{Quaver} + \text{Quaver} + \text{Crotchet} = 7$ ✓

3. $\text{Quaver} + \text{Quaver} + \text{Quaver} = 4$ ✓

4. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 3$ ✓

5. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 6$ ✓

6. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 4$ ✓

7. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 6$ ✓

8. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 4$ ✓

9. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 4$ ✓

10. $\text{Crotchet} + \text{Crotchet} + \text{Crotchet} = 6$ ✓

Recognise the length, value of crotchets, quavers, minims, semibreves and rests. Wednesday 20.04.21

Know the names of different types of notes. I know the length that these notes last.

Support	2+	Can draw, label and give the value of:
can draw and label:		
quaver	A crotchet	A quaver
minim	A quaver	A minim
can write musical notation 1		
can draw and label:		
quaver	A crotchet	A quaver
minim	A quaver	A minim
can write musical notation 1 and 2		

Can write musical notation 1 and 2

Crotchets are worth one beat.

Quavers are worth half a beat.

Here are two quavers together. They are worth half each.

This is a crotchet rest. You don't play it. It is worth 1 beat.

This is a minim it is worth 2 beats.

This is a Semibreve it is worth 4 beats.



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Singing Assemblies





Instrument tuition.



Final reflection - next steps



- Ensuring the end of year assessment trackers are completed and monitoring this.
- Support staff with implementation of new notation initiative providing training where necessary.
- To pursue first access music provision (Ukuleles) in Year 4 and recorder lessons in Yrs 2 and 3.
- To re introduce live musicians back into school, (Samba workshops already booked for September).
- Choir rehearsals and 'actual' whole school singing to resume.
- Shine party