

Highfield Middle School

Music Intent, Implementation and Impact

2022

Intent

“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.”¹

In Key Stage 2 Music, pupils will:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the worlds of the great composers and musicians.
- Learn to sing and 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.

In Key Stage 3 Music, pupils will:

- 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.

¹ Department for Education (2013) Music Programmes of Study, Key Stages 1 & 2 National Curriculum in England

Implementation

“Music is part of the curriculum but simply ‘doing’ music is not enough. We shouldn’t be satisfied with just having music on the timetable. We need to be ambitious about what we expect for music in the classroom and make sure that time is well used.”²

Amanda Spielman (2021)

At Highfield Middle School, music is taught by specialist teachers, both with an undergraduate degree in music. Schemes of work are planned carefully to ensure skills and knowledge are built upon from the previous year and content is constantly revisited to ensure retention of knowledge and skills. Many opportunities are given to pupils so that they can return to and consolidate their short term learning, with repetition of key content and gradual introduction of new ideas, methods and concepts. Schemes of work have been heavily influenced by the Model Music Curriculum and follow many of the ideas outlined in that document.

One of the main drivers for our department is that musical sound should be the dominant language³ of musical teaching and learning. Just as an excellent language lesson is delivered in the target language, music should be the target language of teaching and learning in music with opportunities to perform or compose or listen and appraise in every lesson.

Pupils at Highfield Middle School receive one hour per week of music education and the schemes of work have been planned to allow as much learning into this time but also by realising that sometimes “less is more”. Each year group learns music through an overarching topic such as Gamelan or Romantic Music and there are plentiful opportunities for pupils to learn about the historical and cultural significance of music while also exploring performing, composing and appraising opportunities. Pupils are given performance time on classroom tuned and untuned percussion, ukuleles, keyboards, brass as well as ample opportunities for singing. Teachers spend time on performance technique as well as opportunities to extend the most able performers and support pupils who are struggling.

Pupils of all abilities are supported throughout their time at Highfield and it is common that pupils who may struggle in other subject areas, can thrive in the music classroom. Conversely, it is also possible that a pupil who is very able in core subjects can struggle with the music curriculum. The curriculum is devised so that there are opportunities for support and also for stretch and challenge in every lesson. In addition, there are opportunities built into every lesson for recap and ensuring that there is a revision of learning taking place.

Assessment in music is happening all the time; pupils are self-assessing, peer assessing and looking for ways to further improve their practice. Pupils are formally assessed in three areas of music once a term; performing, composing and appraising as well as

² Ofsted (2021) Research Review Series: Music

³ Ofsted (2012) Music in schools: wider still, and wider.

receiving an overall grade for music. In every assessment opportunity, pupils are always asked what they need to do to improve further and are given small steps in order to achieve this.

Impact

How will we measure the impact?

- Termly data drops in performing, composing and appraising with an overall grade using BTED. After each data drop, the curriculum leader will analyse data and will identify any differences between key groups of pupils and work out a plan to diminish these.
- Are pupils participating in enrichment activities offered to them? Are pupils from key groups (PP and SEND) accessing these? Are there differences between the numbers of boys and girls involved in enrichment?
- Pupil voice - yearly survey for pupils about their musical learning and opportunities for pupils to give suggestions and ideas.
- In music, pupils will be given equal opportunities to thrive and succeed, and will be challenged and supported to overcome all potential barriers to learning. Pupils on our SEND, Pupil Premium and LAC will be monitored to ensure there are no differences between them and other groups of pupils and support will be identified where there are differences emerging.