



## Music at Westfields Junior School

At Westfields Junior School, we aim to foster children's talents as musicians by developing their ability to critically engage with music, allowing them to develop the musical skills of listening, composing, improvisation, playing (including singing) and performing using appropriate musical vocabulary. We believe musical learning is not linear; therefore, our curriculum design ensures the above skills and the inter-related dimensions of music are revisited in every unit of work in every year group. We use cross-curricular links, where appropriate, but also teach musical units of work from 'Charanga' to keep music learning fresh and lively and to widen their musical repertoire. Ultimately, Westfields aim to deliver a high-quality music education that engages and inspires pupils to develop a life-long passion for music and one that increases their creativity, confidence and a sense of achievement.

### Coverage

- Children play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- They improvise and compose music for a range of purposes using the 8 inter-related dimensions of music (pitch, tempo, dynamics, structure, texture, notation, duration, timbre).
- They listen with attention to detail and recall sounds with increasing aural memory.
- They use and understand staff and other musical notations.
- They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- They develop an understanding of the history of music.

### Progression

- Number of inter-related dimensions of music: Year 3 do not learn the terms 'duration' or 'timbre' but by Year 6 they are expected to know and use all 8 dimensions when composing.
- Vocabulary and depth: Within the dimension of 'notation', Year 3 learn musical notations involving pictures and rhythm words and by Year 6 they are expected to know crotchets, quavers, rests, minims, semibreves, dotted minims and how to sight-read music on a staff
- Playing/performing: Each year group has a differentiated Success Criteria for singing expectations.
- Timeline/history: Year 3 are introduced to the musical timeline and composers are added to it throughout Years 4-6. 5 to develop an appreciation of musical history.

### Enrichment

- Two choirs (whole school and Young Voices)
- Weekly Singing Assembly (including 'Composer of the Week')
- Year 5 Young Voices Concert at the O2, London
- Peripatetic music lessons (e.g. Rock and Pop Foundation)
- Whole-school Christmas performance at St Swithen's Church
- Singing with Yateley Choral Society at St Peter's Church
- Carol singing at Yateley Christmas Market
- Performances to parents (e.g. Year 3 djembe drums)
- Year 4 Hampshire Music Service – Digital Music Composition and World Music workshop
- iRock workshop for Year 6

### Cross-Curricular Links

- Year 3 – link to Science topic, Animals ('Carnival of the Animals'); link to Geography (African drums)
- Year 4 – link to History topic, Ancient Greeks (Ancient Greek song) and Science topic, Sound (Boomwhackers)
- Year 5 – link to Science topic, Space (Holst's 'The Planets Suite' and Strauss' composition for the film 'A Space Odyssey') and link to History topic, Mayans (Mayan drumming and composing).
- Year 6 – link to History topic, WW2 (Jazz Music, Big Bands)
- RE/Geography/PSHE- links to world events and celebrations in weekly Singing Assembly (e.g. Chinese New Year, Easter etc)
- Maths- links to fractions/addition when working with notation

### Assessment

- Whole class and verbal feedback.
- Use of retrieval practice at the beginning & end of lessons.
- Use of starter and plenary activities to re-cap learning
- Written assessment on year group specific musical vocabulary and skills at the end of the year
- Teacher assessment, self-assessment and peer assessment of activities and tasks (evidence often captured via video).
- Referral to the progression document.
- Completion of the Music Foundation Subject Assessment document identifying children not achieving expected standard and those exceeding.

### Inclusion and Challenge

- Everyone has access to the Music National Curriculum.
- Key vocabulary is shared via interactive display in Music Room and referred to and discussed in every lesson
- Key musical skills are modelled by adults and children (e.g. listening, composing, improvising, playing and performing)
- Retrieval practice promotes deeper knowledge.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches and strategies, task design and differentiation
- To support and challenge children, differentiation will include: self-selection and tiered activities; resources and scaffolds; differentiation through outcome; adult support and peer-support.
- Additional resources (e.g. sheet music) are utilised to support and extend children who can already read music