



PROUD TO BE A
MUSIC MARK
SCHOOL

Music – One Voice



Our vision for Music at CCJS is that every pupil will have the opportunity to learn how to play a range of instruments. Pupils will also have the chance to experience skills of singing, composing, listening and performing.



Year 3
Performance
Playing their
recorders and
singing both
as a year
group and in
a round.



The National Curriculum provides that pupils should:

- 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 notation.
- Appreciate and understand a wide range of quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.



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SCHOOL

2022 - 2023

CERTIFICATE OF RECOGNITION

MUSIC
MARK

Cheadle Catholic Junior School
is proud to be a

MUSIC MARK SCHOOL

In recognition of a commitment to providing a
high-quality music education for all children
and young people

2022 - 2023



Supported by



BRIDGET WHY TE
CEO OF MUSIC MARK

Scan to find
out more



The UK Association for Music Education - Music Mark | www.musicmark.org.uk

Bespoke schemes of work are provided by specialist music teachers from Stockport Music Service. This ensures:

- Lessons are adapted to meet individual children's needs.
- A clear sense of progression.
- Knowledge of children's skills and prior learning.
- Consistency in teaching across the school.
- Peripatetic music lessons are also provided by Stockport Music Service.
- Children perform in concerts during the year.

Music:
Support for children not
meeting ARE.

- Possible Indicators:
- Fine and/or gross motor difficulties.
 - Difficulty in the classroom environment, particularly with the noise of the instruments.
 - Sensory processing difficulties.

Individualised

Pre-teach key vocabulary and discuss tasks to be covered.
Discussions with TA to support individuals.
Ear-defenders and movement breaks.

Targeted

SEND individualised equipment as required (ear defenders, fiddle toys, movement cushion to enhance focus). Pre learn vocab sent home to discuss and look over in advance. Clear simple instructions and processing time given. Dyslexia friendly adaptations

Universal

Children are exposed to music vocabulary on a weekly basis through their music lessons. Musical vocabulary is displayed in classrooms, discussed and recapped upon before and during lessons.
Information is shared visually as well as through discussion. Visual and auditory examples of notation are provided to all. Talk partner time is encouraged with some HA children working with those who may find the subject more challenging. Children are exposed to music vocabulary on a weekly basis through their music lessons. Musical vocabulary is displayed in classrooms.

How is learning sequenced across the school?

Example Units of Work

Main Focus: Instrumental Skills, Composition, Performance and Notation
Other: Rhythm and Pulse, World Music, Music History and Listening

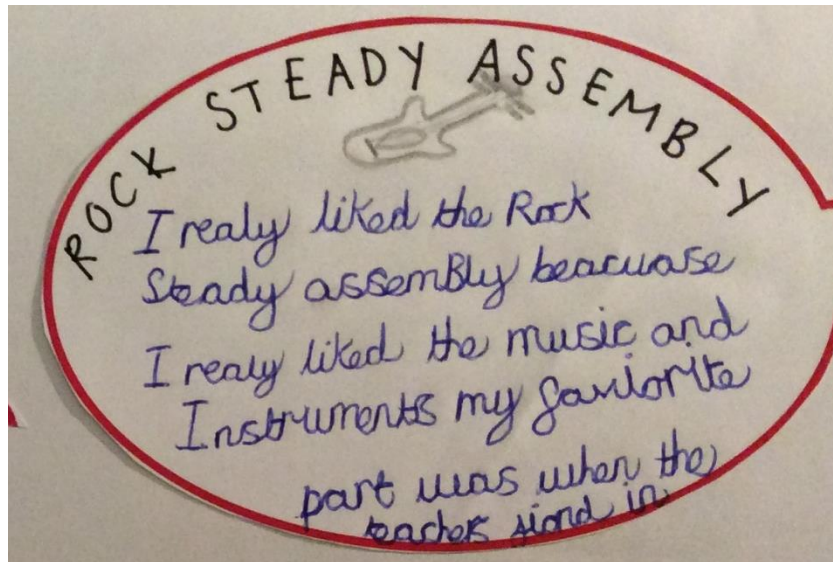
| | Autumn | Spring | Summer | Performances |
|--------|----------------------|----------------------|----------------------|--------------------------|
| Year 3 | Recorder | Recorder | Recorder | Christmas Production |
| Year 4 | Trombone and Trumpet | Trombone and Trumpet | Trombone and Trumpet | Easter Production |
| Year 5 | Trombone and Trumpet | Trombone and Trumpet | Trombone and Trumpet | Christmas Carol Service |
| Year 6 | Clarinet | Clarinet | Clarinet | End of School Production |

Music Concerts

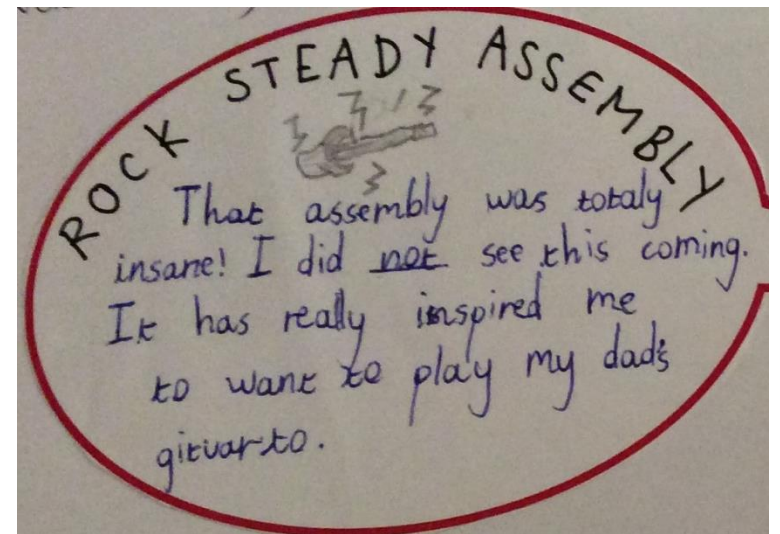
Christmas Concert



Year 3 Christmas
Play and Year 5
Carol Concert.



Rock Steady Assembly - Great Pupil And Teacher Participation!





Year 6 (2023) working on their Samba drum skills.

Pupil Voice from a Year 6 pupil.

| | |
|--|--|
| Which instrument have you enjoyed learning the most? | Samba Drum |
| Do you have music lessons with Mr Gosling or Ms Hinds? | No |
| Which instrument would you like to learn? | Piano |
| Do you have music lessons outside school? | No |
| Why do you think learning about music is important? | Fun, listen to it a lot outside of school. |
| What is your favourite type of music? | Pop |
| Would you like to make any changes? | Yes, learn about the styles of music. |



Examples of Pupil voice from Year 5 (2023) children:

“Learning music is important as it is good for your mental health.”

“It is important to learn about music because it is a very good skill and is entertaining.”

“I like being part of performances in school”.

Year 5 learning the clarinet as a class.

Year 4 enjoying Trumpet, Trombone and French Horn!



Year 3 learning how to play the recorder and then performing as a year group.

He was fun and
I liked doing and learning
the recorder.
My favourite thing was learning
green onions.

We sang songs
and played
the recorder.

Scared because
It was my first
time showing all year
3.



"I enjoyed making
our own fanfare
on the recorder".

Examples of Year 3 Pupil Voice

"I enjoy learning the
notes, singing the
songs and it is fun to
learn."



Peripatetic Music Lessons

Additional opportunities in the form of peripatetic music lessons are offered in school for those who may be able to further develop their musical skills and confidence.

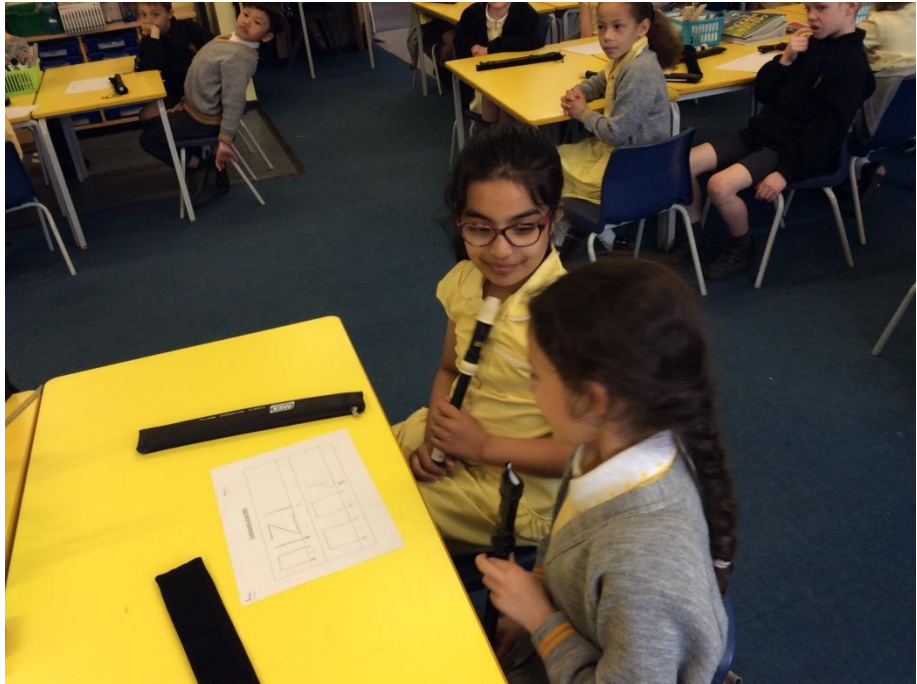
Peripatetic tuition is provided by specialist teachers from Stockport Music Service.

- Children learning instruments can work towards Associated Board or Trinity exam grades.
- Notation reading taught.
- Greater confidence in performance developed.

Peripatetic Music Lessons



Examples of Composition



Year 3 children working in pairs to compose a march to perform to their peers.

Year 4 working in groups to compose their own rhythms.



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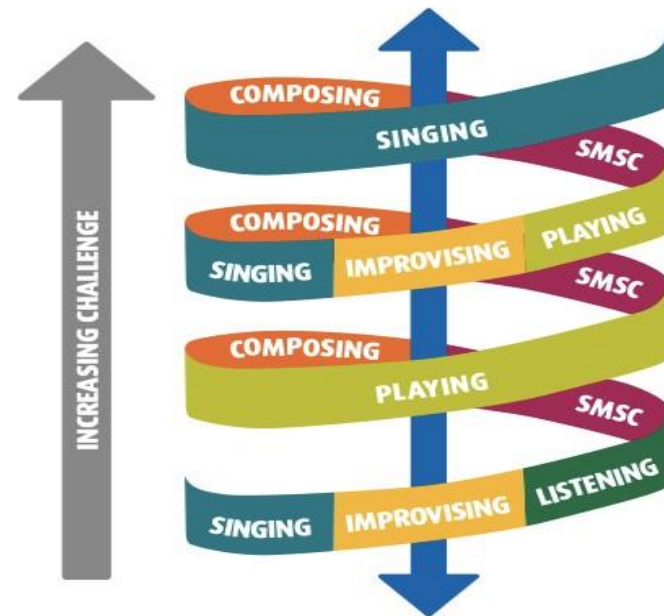
2022 - 2023



How are knowledge and skills built upon through the school?

- Key skills developed from Year 3 to Year 6: pulse, rhythm, notation reading, singing, playing tuned and un-tuned instruments, composing, performing, listening, evaluating.
- Bespoke schemes of work: (Provided by Stockport Music Service). Units of work and activities designed to revisit and reinforce these skills year on year.
- Vocabulary progression for each year group.
- Music as a spiral curriculum.

SMSC =
Social, moral,
spiritual and
cultural



Music learning follows the form of a spiral curriculum, as recommended by decades of music researchers, with skills being revisited year on year to consolidate and build on prior learning.

Measuring Progress

Pupils complete I Can Statements at the end of each unit of work. These can be used to inform future planning.

Our specialist music teachers also complete a record of what progress each child has made at the end of each unit of work.

Progress recordings are also made.

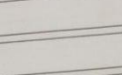
Pupil Voice about Music

Class: 3D

Name: Lucy

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|----------------|-------|----------|-------------------|
| I enjoy music lessons with Stockport Music Service. | ✓ | | | |
| I enjoy music lessons with my class teacher. | | ✓ | | |
| I want to make good progress in music lessons. | ✓ | | | |
| We are learning to clap different rhythms. | ✓ | | | |
| In lessons, we recap on previous learning. | ✓ | | | |
| I can remember some of the things (in Music) which I learned in the Infant School. | | ✓ | | |
| I am proud of the music that I produce. | ✓ | | | |
| We support and help each other in Music lessons. | ✓ | | | |
| I like being part of performances in music. | | ✓ | | |

| | |
|--|------------------------------------|
| Which instrument have you enjoyed learning the most? | Xylophone |
| Do you have music lessons with Mr Gosling or Ms Hinds? | No |
| Which instrument would you like to learn? | |
| Do you have music lessons outside school? | Recorder No |
| Why do you think learning about music is important? | I like learning new things. |
| What is your favourite type of music? | Pop music |
| Would you like to make any changes? | No I am happy with music in school |

| | | |
|--------------------|------------------------|---|
| School: _____ | Instrument: Recorder |  STOCKPORT MUSIC SERVICE |
| Name: <u>Annie</u> | Year/Class: <u>3 A</u> | |

I can...

| | |
|---|---|
| 1. hold my recorder correctly with left hand at the top. | ✓ |
| 2. Sit with good posture with my back straight. | ✓ |
| 3. Blow clearly without squeaking, and not too loudly. | ✓ |
| 4. keep a steady beat and play simple rhythms in time with my classmates. | ✓ |
| 5. read and recognise cats, monkeys, cows, armadillos, elephants and naps (one beat rests). | ✓ |
| 6. Play notes B, A and G. | ✓ |
| 7. sing songs from memory confidently with others, maintaining a steady pulse and using dynamics. | ✗ |
| 8. Remember the fingerings for each note, | ✓ |
| 9. Watch the teacher and be ready to play or sing. | ✓ |
| 10. play tunes along with my classmates and not lose my place in the music. | |

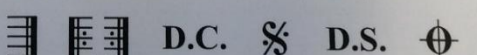
I can...

| | |
|---|---|
| 11. recall a simple tune from memory on my instrument or using my voice. | |
| 12. Improvise my own tune using the notes and rhythms that I have learned. | |
| 13. follow the conductor's directions for starting and stopping pieces. | ✓ |
| 14. compose a piece in binary (two part) form - AB and have tried notating some of it. | |
| 15. recognise all four families of the orchestra. | ✓ |
| 16. talk about the music I play or listen to using words such as pitch, rhythm, tempo and dynamics. | |
| 17. explain what these symbols mean, (please draw a circle around those you know). | |

2
4

3
4

4
4

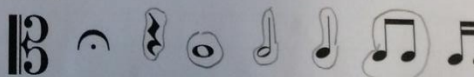


D.C. **§** **D.S.** **⦿** **to CODA**

FINE

1. _____

2. _____



18. read and play the following notes on my instrument : (Please write below the notes which you have learned)

Adaptive Teaching

- **Opportunity to be a leader:** Children showing greater confidence in a singing activity may be asked to lead one half of the class e.g. singing a round
- **Groupings:** Depending on the activity, children may be placed in mixed groups/pairs.
- **Children who already play instruments** may have the chance to use their own instrument in concerts.

SEND and EAL

- **Simplified activities or further instructions** where necessary.
- **Groupings:** Children may be paired with a more able child or placed in a mixed-ability group for support.
- **1-2-1 support** provided where necessary.
- **Breaks** provided if a child finds the noise level of instruments too loud.
- **Ear defenders** provided if a child is struggling with the noise levels.

Music is the very subject that SEND and EAL pupils can often access on a par with their peers.

Monitoring

- Pupil voice through end of unit/end of year questionnaires.
- Peripatetic staff observed and pupil voice sought - to be repeated in termly.
- Teacher evaluation of each scheme of work at the end of each half-term to identify any particular successes of the scheme or targets for improvement.
Termly meetings with specialist teachers from Stockport Music Service.
- Schemes of work adapted or replaced as required based on children's feedback and learning outcomes.
- Enjoyment and achievement evident through concerts and performances.

Strengths

Bespoke schemes of work provided by our specialist music teachers from Stockport Music Service.

Our provision ensures:

- a high level of subject knowledge and expectation.
- a clear sense of progression.
- in-depth knowledge of the children's skills and prior learning.
- consistency across all year groups and classes.
- Wealth of musical opportunities available to all children inclusively in class lessons.
- A number of children engaged in peripatetic tuition shows evident enjoyment of the subject.