



Godalming Junior School

Subject: Music

Report prepared by: Erin Coleman

Our curriculum intent for science at GJS

At Godalming Junior School, we believe that music can be a wonderful tool to ‘spark’ children’s imagination and creative drive, therefore igniting a ‘lifetime of passion’ to explore the musical world around them. We strive to produce increasingly confident and capable budding musicians who, by the end of Year 6, are able to read, follow, compose and perform music from a range of different styles, genres and traditions from around the world.

- The staff at Godalming Junior School work hard to produce highly engaging and effective lessons that follow our carefully sequenced long-term plan and **Progression of Skills** that is largely based on the [Department for Education’s Model Music Curriculum](#).
- Our overall aim is to ensure that by the end of Year 6, children are able to read and follow musical notation whilst singing or playing either the glockenspiel or recorder, as well as learning how to comment on and compose a range of music.
- Due to the cyclical nature of our curriculum, children will experience learning both focus instruments whilst in the lower and upper school in order to develop their breath control and ability to play in time, maintaining the correct tempo. Within those units, they will also gradually build on their existing knowledge of composition that will lead to them exploring how to compose their own examples or extracts of music from their focus genre.
- Within a year, children will have participated in 6 units of music that alternate between having a ‘playing’ or ‘singing’ focus. These swap half-termly so that children can gradually build on the knowledge that they already have and reflect on what they already know before moving on. Although they will predominantly focus on learning either the recorder or glockenspiel, children will also experience playing and experimenting with a range of tuned and un-tuned percussion, particularly when exploring composition in detail.
- Singing is something that we celebrate and keep at the heart of GJS. Whether that is through our school choir, who regularly perform to the whole school during Values assemblies as well as taking the opportunity to perform within the local community. We also celebrate any chance for the rest of the school to sing, either during year group assemblies/performances, our Christmas Carol concerts, our Talent Show or the end of Year 6 production. Our aim is to work towards termly ‘showcases’ of the singing units that each year group has participated in so that every child not only has the opportunity to perform to an audience, but also has the chance to develop their confidence whilst doing so.
- Our ambition is that as many children as possible are inspired to take a deeper interest in music, whether that’s through specialist lessons, joining other local choirs/musical communities or considering exploring music learning at a deeper level when they reach Secondary school.

How we implement the curriculum at GJS

- At GJS, music is taught weekly in our dedicated Music Room that includes focus vocabulary, a timeline of musical history and our range of instruments.
- Our class teachers are well equipped to plan and teach effective lessons that are informed by our own long-term plan and **progression of skills**.
- Our curriculum is engaging, creative and more closely tailored to the needs and interests of children at GJS.
- Staff have undertaken a range of CPD and we pride ourselves on being individuals who strive to improve understanding of different musical concepts in order to produce the best possible lessons.
- All lessons have a skills focus, whether that be reading notation, playing/performing, improvising, composing or singing. As previously stated, the cyclical nature of our curriculum allows children to regularly refer back to their prior learning and securely build on their knowledge before moving onto the next lesson, unit or year group.
- The majority of lessons include a ‘listen and appraise’ starter where careful thought has been put into deciding which genre, tradition or period in musical history children will explore. They will listen to and learn how to comment on a range of pieces either within that genre or perhaps some that they are able to compare to their focus genre. This may then lead to them performing, improvising or composing a piece of music linked to that. As a **language rich** school, we want to do more than simply have children listening to and discussing what they enjoy about music but instead form an opinion about different pieces as well as start to understand the purpose behind compositions and the musician/composers choices.
- Towards the end of each unit, depending on the skills focus, children participate in an activity that is designed to allow the teacher to assess their skills and progress in a non-threatening way. This is then used to inform the pitch and planning of subsequent lessons and units.

The impact of our science curriculum at GJS

- Staff have commented that ‘through listening and appraising starters, we are introducing the pupils to a range of musical genres and developing their musical enquiry. The way that the units are broken down across the year groups show a clear line of progression and build on the children’s knowledge.’ Alongside stating that our music curriculum ‘builds on children’s prior learning without pitching the content too high for staff and pupils to understand’. Our current curriculum ‘allows teachers to have creative input in their music lessons enabling all children get the opportunity to experience different styles and genres from around the world and from different time periods.’
- Our music curriculum provides opportunities for staff to not only scaffold so that all learners can experience success but also challenge children more effectively. Whether this be through more ambitious composition tasks for particularly confident and competent cohorts or encouraging children to delve deeper and use the most appropriate language when commenting on their focus genre.
- Through carefully pitched and planned assessed tasks, teachers are able to gauge children’s levels of skill and understanding and this informs subsequent lessons and year groups.

Action Plan Review 2023-24

Intent	Implementation	Costs	Actual Impact
(Your objectives)	(Actions)		(review of success criteria)
<p><i>Finalise the implementation of Godalming Junior School’s music curriculum, using the Model Music Curriculum guidance.</i></p> <p><i>Ensure that all staff are aware of what needs to be taught where and support, where needed, to develop these units.</i></p>	<ul style="list-style-type: none"> • EC will finalise and roll out the new LTP at the Summer 2023 staff meeting. Staff will then be informed: <ul style="list-style-type: none"> ◦ Where the LTP is ◦ What objectives should be covered where and why ◦ How to teach reading notation and playing an instrument. • As each year group already has some units that are ready to go for next year, I will try to find time in that staff meeting for teachers to get an idea for what their Autumn 1 units can include. • EC will monitor planning and support staff in developing this where necessary. <p>Should any guidance or additional CPD pop up, EC will direct this to staff accordingly.</p>	0	<p><i>This has been a huge success and both staff and pupil voice has highlighted that music lessons are relevant, engaging and children are able to incrementally build up their musical skills and knowledge. Over the next academic year, I will drop in to more music lessons and continue to monitor planning so that we can ensure at least a good standard of lessons in every class, in every year group.</i></p>
<p><i>Ensure that children are exposed to a wide range of music during their listen and appraise starters so that they may begin to ‘develop an understanding of the history of music’ and accurately comment on what they’re listening to.</i></p>	<ul style="list-style-type: none"> • During my Summer staff meeting I will inform staff: <ul style="list-style-type: none"> ◦ What the listen and appraise starters look like ◦ How often they should be used ◦ Where they can find guidance on what genres, traditions and styles to listen to, as outlined by the DfE’s MMC. • EC will explore how ‘The History of Music’ can be displayed within the school and speak to AS about this. <p>When monitoring planning and supporting staff to develop new units, I will ensure guidance is being followed correctly and feedback where appropriate if changes need to be made.</p>	0	<p><i>Listen and appraise starters are present in all year groups. Largely, these link to the music that children are reading or composing later on in the unit. However, we ensure that across the school, children are exposed to and taught how to understand and comment on music from a range of genres, traditions and period in history. In the music room, we have a ‘history of music’ timeline that teachers and children are able to refer to during these starters so that children can begin to gain a better understanding of the chronology of music. In order to continue with this success whilst ensuring language rich and high quality discussions, I will be producing a sample of questions for each year groups that teachers can use to inform the questions they ask. This will ensure clear progression and challenge as children progress through the school.</i></p>

Action Plan for 2024-25

Intent	Implementation	Costs	Projected Impact
<p><i>Ensure ‘good’ standard of teaching following successful implementation of the new curriculum</i></p>	<ul style="list-style-type: none"> • EC to ‘drop in’ to lessons informally, where possible, in order to monitor lesson content, skills progression and appropriate use of terminology. I can then feedback to both children and teachers on what’s going well and any suggestions that I have. • EC to monitor planning regularly in order to ensure appropriate progression of skills and knowledge. • Where needed, I will support staff in planning and delivering lessons either through monitoring, team teaching or organising staff to come and observe me. 		<ul style="list-style-type: none"> • It will be clear that children are exposed to at least a ‘good’ standard of music teaching across the school. • Children will be highly engaged in their music lessons and their skills will continue to improve during the year. • Teachers and children will be able to articulate what is going well in their music lessons
<p><i>Begin to introduce more whole school singing/performance opportunities</i></p>	<ul style="list-style-type: none"> • EC to liaise with AS in order to identify initial whole school singing/performance opportunities. These will likely be at the end of half terms where classes have had a singing focus. • EC will liaise with class teachers in order to see, where possible, some opportunities can be made for whole school singing in assembly. E.g. during Arts Week, Book Week or if we’ve found an appropriate song which links to one of the values. 		<ul style="list-style-type: none"> • Children will enjoy more regular opportunities to ‘perform’ their learning to an audience outside of their year group. • Children will enjoy regular singing opportunities that can create a sense of community and enjoyment
<p>Introduce ‘composition books’ across the school so that children’s compositions can be recorded and referred to during lessons. These books will also include a title page/glossary of vocabulary so that children can refer to this and ensure they are using correct terminology.</p>	<ul style="list-style-type: none"> • This has already been trailed in 3EC. Children were highly engaged to be given a book where they can easily record their compositions and then refer back to them in previously lessons either to recap their learning or practise their piece before a performance. • The year 3 books will be used as a modelled example to demonstrate how staff should use them. I will then oversee the title pages for each year group in order to ensure uniformity across the school. 	Initially, 1 book per child for year 3, 5 and 6. (The current Y3 books will be handed up).	<ul style="list-style-type: none"> • Children will have regular opportunities to record and refer back to their compositions in subsequent lessons, units and year groups. • Teachers will be able to monitor and assess children’s progress more accurately.