



Subject at a Glance Summer 2022: (Music)



When our pupils leave St George's at the end of Year Six, our aim for them is....

Through music, we are provided with a powerful universal language, which helps promote unity, enables us to process and express our emotions and fuels our imagination.

Music is important in developing individual discipline, focus and memory.

Whether we are singing, playing, or listening, we develop our aural discrimination through music, which is an important part of communication and literacy.

What does it mean to be a musician at St George's?

In music, pupils learn to listen carefully, fine-tuning their auditory skills and developing their ability to evaluate and appraise.	Through learning about different historical periods, including genres famous composers and musicians, pupils understand the importance of music's place in society.	Music provides pupils with a range of vocabulary to describe the features of different musical styles and genres and articulate their responses to these.
Pupils learn how music is created, produced and communicated, through the elements e.g. pitch, timbre.	Music allows pupils to express their feelings and ideas through composition and performance, increasing confidence and providing a sense of achievement. Using music can break down barriers and open communication.	Music helps pupils to appreciate and understand a wide range of traditions and cultures.

Strengths in Current Provision (Based on audit Spring 2022)	Practice	Impact on children's learning (This is good because....)
	<ul style="list-style-type: none"> ▪ Long and Medium Term Planning sets out clear Knowledge and skills progression (Dimensions Curriculum) enabling carefully sequenced teaching. ▪ Range of music equipment available for children to access 	<ul style="list-style-type: none"> ▪ Pupils build on their knowledge and skills as they move through the phases, knowing and remembering more. ▪ Children have an opportunity to experiment with different sounds and instruments when composing their own music.
Priorities for development <i>(Maximum of three, at least one of which should be an action for the subject leader rather than all staff).</i>	Priority – Action required	Intended impact on children's learning (This is needed because....)
	<ul style="list-style-type: none"> • Confidence in teaching music for many teachers who have not taught music before, developed through CPD using Essex music education hub resources. • To ensure that all of the relevant areas of the music curriculum are being covered across the Dimensions curriculum. • Look at how assessment is used within music to monitor progress of all students 	<ul style="list-style-type: none"> • To ensure that there are maximum learning opportunities within the music sessions with confident, knowledgeable teachers. • Making sure that each area of study is taught and progression is shown throughout each class. • Each member of teaching staff to have a clear understanding of how to assess and monitor progress of all students and how to implement support and intervention to allow all students to make good progress in music.

