



Music at Thameside on A4

Design/Intent

(or what we're moving towards and why)

At Thameside, we believe that everyone has the ability to be musical and should have the opportunities to enjoy a wide range of musical activities and celebrations. We use Kapow Primary to teach our music curriculum. This allows all teachers, including those who are less confident, to be 'experts' in the subject.



Implementation

What might you typically see?

- Correct use of musical terminology, including words in Italian
- Use of Kapow in lessons
- Every child being offered a turn if instruments are being used in lessons
- Class assembly songs introduce children to a range of styles and genres and cover a range of themes and relevant topics
- Children and staff enjoying music as a subject
- Children and staff enjoying singing and noticing how it positively impacts their wellbeing
- Learning about a vast range of artists and composers through Musician of the Moment half termly or more.

How the school intervenes swiftly to help those having difficulty to make sure they keep up, and to stretch and deepen the learning of the 'rapid-graspers':

- Children who can read music can be given music print outs e.g. for glockenspiel parts
- Children who are rapid graspers have more independence with tuned percussion
- If it is a longer song, younger children learn the chorus
- Actions for songs, if there are a lot of words
- Use of instruments carefully thought about and distributed

What won't you see?

- Children carrying out formal writing activities
- All children with a loud percussive instrument
- Misuse or lack of musical terminology e.g. tempo
- Rarely children will just be sat in their seats for an entire lesson

What opportunities are there for intelligent practice of knowledge and skills?

- Class assemblies
- Piano and violin playing at the start of some assemblies with Mrs Long
- Use of songs and music in other curricular areas e.g. science and maths
- Performances e.g. Christmas, Easter production, Harvest, Year 6 end of year production
- Berkshire Maestros Junior Music Festival for Year 5 children
- Thameside Choir currently led by staff and students from Bluecoat School
- Mrs Long's concerts, which she organises to showcase children's progress with her – every child she works with gets an opportunity to perform
- Rocksteady music assemblies and opportunity to join a band, taking part in band practice (a range of instruments offered) and performances to parents and peers (this can also be supported with PPG funding)

Impact on knowledge and skills

Assessment information is used to improve pupil knowledge and skills.

Formative assessment

- Immediate verbal feedback and mini plenaries are used so that teachers intervene swiftly to help pupils having difficulties keeping up, whilst deepening the learning of those getting on fine.
- Whole class feedback is used at the end of all foundation subject lessons (see Marking & Feedback Guidelines)

Summative assessment

- Music specialist teachers (Mrs Rawson, Mrs Long) at the school support assessment judgments for teachers who are less confident
- The Music assessment guidelines document on common is used to inform assessment points and cover what the children have learned so far
- Our judgements are also informed by the progress children make in music lessons (both in school e.g. Berkshire Maestros in Y4, instrument lessons in school and outside of school e.g. in private lessons particularly if they are taking grades in an instrument and/or music theory)