

Crabbs Cross Academy's Music Overview

Intent

At Crabbs Cross Academy, we are driven by our core value of 'flying high...creating success together' and 'inspired to excel,' shaping our commitment to nurturing the artistic talents of our pupils.

Through our carefully crafted long-term planning for Music, drawn from the Charanga Scheme of Learning, we ensure a comprehensive approach to musical development. Our curriculum not only embraces a wide range of techniques, empowering students to create, take risks, and innovate, but also emphasises a deep understanding of musical history and culture.

Moreover, we inspire students to draw inspiration from their own imagination, nurturing a sense of individuality in their musical expression. By utilising the Charanga Scheme of Learning, we provide a structured framework that equips our pupils with the skills, knowledge, and confidence to excel as musicians. They leave school prepared to make meaningful contributions not only to the world of music but also beyond, embodying our core values of 'flying high...creating success together' and 'inspired to excel.'

Pupils acquire an understanding of:

- Different genres of music, through different composers and songwriters.
- Singing, listening, composing and performing through a variety of musical techniques and skills.
- Rhythm and tempo, pitch and melody, structure and form, harmony, texture, dynamics and articulation through their exposure of high-quality music lessons.

Pupils learn about the different paradigms of music that exist:

Classical: Composers from before and within the 20th Century. E.g- Mozart, Holst, Ravel.

Popular: Different genres of popular music within the 20th and 21st Century. E.g- Rock and Roll, Art Pop, Blues, Pop.

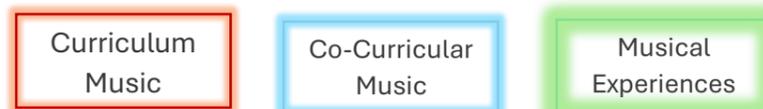
Traditional: Music from all over the world that celebrates different cultures and traditions.



Implementation

We follow the Charanga Long Term Plan for music, as well as the Model Music Curriculum. The knowledge within the subject of Music covers musical skills and techniques, which are explicitly taught in accordance with the principles of the Model Music Curriculum.

Our Music provision centres around key disciplinary components:



Half terms are dedicated to a specific musical genre, supplemented by additional lessons and opportunities such as singing assemblies and class assemblies, to ensure comprehensive curriculum coverage and the inclusion of enriching opportunities.

Science of Learning

Teachers prioritise prior knowledge for new content understanding, ensuring students are prepared by addressing any gaps. They employ strategies like breaking down complex material, using scaffolds, and minimising distractions. Responsive to pupils' needs, teachers provide support through aids and prompts for successful task completion.

Our Music curriculum is covered over a two-year cycle:

CCA Music Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6 7
KS1	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6 7
KS2	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

CCA Music Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6 7
KS1	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6 7
KS2	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Impact

How do we evidence Music?

At CCA, we create musicians by guiding our pupils to soar high and create success together in the realm of music. This collaborative ethos is encapsulated in high-quality music lessons, as well as opportunities within school to showcase these skills, such as class assemblies and Young Voices. Through the deliberate and careful modelling of various musical processes, we ensure that every pupil not only becomes fluent in the language of music but also discovers and creates their unique individual flair, fostering a community that celebrates diversity and creativity.

How do we assess in Music?

Steps to Success: Teachers have specific criteria for assessing pupils' music, such as beat, technique, rhythm and tempo, and understanding of concepts.

Each lesson, pupils are assessed against their learning objectives and the 'Steps to Success'. This allows teachers to obtain accurate assessment information about their pupils and informs the teachers' planning, so that they can provide further support with a skill, to ensure that all learners 'fly high' with their artistry. Teachers capture an overall assessment of the unit to allow children to know and understand their own strengths and interests, teachers to adapt classroom delivery of the curriculum and Subject Leaders to identify highly skilled children in different curriculum areas.

Date: 14.5.24
LO: To improvise Disco music. (Lesson 5)

Steps to Success:
 I can discuss disco music we have heard this week.
 I can play a chime bar in beat independently.
 I can perform 'Bringing us together'.

Lesson description:
Listen and Appraise - *Alto!* No Stopping Us Now by McFadden and Whitehead: Play the music. Move to the music or sit down to listen with closed eyes. After listening, talk about the song and answer the questions together using correct musical language.
Listen and Appraise - Bringing Us Together again and sing along.

Obj: to use chime bars and claps during warm up songs to clap and sing to the beat.
Obj: to perform 'Bringing us together'
 Year 4 on PGL trip

Evidence of learning:

