

Music at Booth Wood Academy

Music Aim:

Music plays a central role within the curriculum at Booth Wood Academy and all DRET schools and is fundamental to the wider Trust mission of creating aspirational and knowledge-rich pupils. Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Pupils will also learn to sing and to use their voices, to create and compose music on their own and with others, to learn a musical instrument, use technology appropriately and progress to the next level of musical excellence. Furthermore, pupils will understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

The DRET Music curriculum aims to ensure that all children:

- Sing with a wide range and with a variety of expression
- Sing confidently in parts
- Read staff notation
- Experience playing an orchestral instrument in a class ensemble (and to be given the opportunity to continue learning the instrument in smaller groups/one-to-one)
- Hear a youth or professional orchestra live
- Hear a youth, church or professional choir live

In addition, there are opportunities for those children showing musical aptitude to be able to develop their musicianship through singing in choirs, playing in instrumental ensembles and joining local (and national) musical groups. The school's Music Lead, guided by a DRET Primary Music Specialist, will direct these children to such ensembles.

At the end of Foundation at Booth Wood Academy:

Pupils are expected to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Explore music making on a range of sound makers, including classroom percussion instruments.
Listen to a range of high-quality live and recorded music with concentration and respond using movement and simple musical language

At the end of Key Stage 1 at Booth Wood Academy:

Pupils are expected to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play tuned and untuned instruments musically.
Listen with concentration and understanding to a range of high-quality live and recorded music.
experiment with, create, select and combine sounds using the interrelated dimensions of music.

At the end of Key Stage 2 at Booth Wood Academy:

Pupils are expected to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Listen with attention to detail and recall sounds with increasing aural memory.
Improvise and compose music for a range of purposes.
Use and understand staff and other musical notations.
Appreciate and understand a wide range of high-quality live and recorded music.

Approach: How the Curriculum is Taught (Pedagogy):

The music curriculum is based around the Kodaly principle; a child-centred approach to music learning which develops the musicianship skills of singing, pulse and rhythm.

Teaching singing:

- Teacher modelling with support from high-quality resources such as Sing Up and NYCOS
- Using techniques such as echo singing, call and response and the 'off we go' as a conducting signal
- Including a warm-up and demonstrating good singing posture
- Using actions or a game to include all pupils in singing the song
- Discussing the meaning behind the song lyrics and the style, genre and its place in history

Teaching composition and performance:

- Through singing games and circle games, developing pupils' sense of pulse, rhythm and improvisation
- Using rhythm cards to develop simple notation reading and writing
- Demonstrating how to play instruments correctly
- Inspiring pupils to compose by listening to and imitating a variety of styles and genres
- Facilitating discussions about music, how it is created and communicates meaning, using musical vocabulary
- Encouraging pupils to respond to music through movement, dance, creative writing and drawing

Daily Music occurs in every class to develop musicianship skills. This 'little and often' approach helps pupils to practice their substantive knowledge and develop the softer musical skills of enjoying music as a social activity, enhance well-being and creativity.

A longer timetabled music lesson is timetabled for three terms per year. In these lessons the children apply their substantive knowledge to compose and perform on instruments; developing their disciplinary knowledge in music such as reading and writing music notation.

The Oracy Framework in Music

Integrating oracy into the music curriculum involves four interconnected strands:

- Physical: Using the voice as an instrument (controlling pitch, pace, and volume) and using body language to communicate rhythm and expression.
- Linguistic: Learning and applying technical vocabulary (e.g., tempo, dynamics, texture) to articulate musical thoughts.
- Cognitive: Structuring thoughts to justify instrument choices, explain composition rules, and reason about musical choices.

Social-Emotional: Active listening, collaborating in ensembles, taking turns, and offering respectful feedback to peers.

Achievement:

It will be evident over time that the progress, knowledge and skills of pupils will increase between EYFS and Year 6. When planning, teachers refer to the DRET Music Year Group Expectations which ensure progression across the school. Progress in music will be assessed through a multi-faceted approach including:

- termly performances, informal observations in lessons, opportunities through practical music-making, listening to children talking and playing, and watching children respond.
- Evidence is built up by means of sound and video recordings taken at the beginning and end of units, or when there is something significant to note. These should show development of musical skills, particularly singing, and improvement in social skills such as cooperation and teamwork.
- Pupil voice is also important in the review of provision for music. Evaluations of DRET Singing Schools have shown there can be positive impacts on pupil wellbeing, confidence and self-esteem, as well as improved attendance.

Cultural Capital

Enrichment and co-curricular music opportunities are an essential part of the Booth Wood Academy Music Curriculum which provides pupils with extended time to focus and deepen their learning.

We use a multi-faceted approach to enrichment within Music:

- School Choir
- Strings Instrumental Lessons – Year 5
- Whole-class recorder lessons – Years 3 and 4
- Singing/Music Assembly
- Music events and performances – Trust-Wide and within the school community, including:
 - Carol Service
 - Opera performance at the Derngate Royal Opera House
 - Nevil Holt Festival
- Inspirational visits from musicians and local bands

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and Music pedagogy. All staff benefit from implementing the high-quality planning resources provided by the Trust.

Below is a summary of the CPD activities bespoke to Music:

- Meetings with teachers to highlight key concepts of lesson plans
- Bespoke mentoring programme for non-specialist class teachers through the trust specialists
- Team-teach in Music
- DRET Choral Network CPD, including staff choir
- Year 5 – Create and Sing CPD with Royal Ballet and Opera

DRET Music Curriculum Overview 26/27

****Longer Music and Daily Music are delivered over alternate weeks****

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Music will be based on the resource book 'Inside music: 0-5' by Katie Neilson. Activities will be planned throughout the week, linked to all areas of the curriculum using a combination of teacher-led and child-led singing and music making activities.					
1	Sounds Alive Exploring Sounds Daily Music		Storytime Performance (English links) Daily Music		Storm Ahead Exploring Tempo and Dynamics Using ICT to record composition (Geography links) Daily Music	
2	Only Human Sounds and Notation, including digital music Daily Music		Storytime Performance (English links) Daily Music		Journey to the Sea Exploring Composition Pentatonic Songs (Geography links) Daily Music	
3	Paddington Rhythm and Pulse Percussion Instrument Daily Music		Green Eggs and Ham Pitch and Notation Glockenspiel Daily Music		Never Grow Up! Structure and Composition Daily Music	
4	Stomp! Rhythm and Pulse Junk Percussion/Body Use digital music software to compose Daily Music (Geography links)		Truly Scrumptious Pitch and Notation Glockenspiel Boomwhackers Daily Music		Major Leap Structure and Composition Daily Music	
5	Samba Surprise Rhythm and Pulse Daily Music (Geography links)		RBO Create and Sing Opera Project Performance Using IT to produce a music video (Computing links) Daily Music		Night at the Movies Pitch, Notation, Structure and Composition Using digital music software to compose Daily Music	
6	African Beats Rhythm and Pulse (Geography links) Daily Music		WWII War songs and Glen Millar Big Band (History links) Daily Music		Production Performance Daily Music	