



Godalming Junior School

Subject: Music	Report prepared by: Erin Coleman
<i>Our curriculum intent for science at GJS</i>	
<p>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.</p>	
<ul style="list-style-type: none"> • 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. 	
<i>How we implement the curriculum at GJS</i>	
<ul style="list-style-type: none"> • 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. • Following the introduction of our new curriculum in 2022, 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.
- Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year.

Action Plan Review 2024-25

Intent	Implementation	Costs	Actual Impact
(Your objectives)	(Actions)		(review of success criteria)
Ensure 'good' standard of teaching following successful implementation of the new curriculum	<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. 	Time £0	<i>The majority of year groups have strong music planning that teachers speak very passionately about. Progression of skills is clear and builds incrementally across the year groups so that children have quality time and a clear understanding of how to develop their skills in music, whether this be singing, breath control, reading notation or playing their year groups focus instrument.</i>
Begin to introduce more whole school singing/performance opportunities	<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. <p>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.</p>	Time £0	<i>Through assemblies, different classes have been able to showcase a song that they've been learning in their music lessons. This gave children a clear purpose within their unit of work. At the end of the Spring term, there is an ambition that this happens again so that we can showcase the skill children have been working on. E.g. round songs in year 3, partner songs in Year 4, and increasingly complex round songs in Year 5. Then in the Summer term, Year 6 will showcase the development of their production songs to the rest of the school.</i>
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.	<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).	<i>Staff have embraced the composition books and used them in a number of ways, including as a way of recording children's compositions from given units. Some nice other examples of how they've been used are noting down key features of a genre of music or completing listen and appraise starters that might then inform their work towards the end of the unit. Next year, when books follow children up to the next year group will demonstrate a clear progression of skills from one year group to the next.</i>

Action Plan for 2025-26

Intent	Implementation	Costs	Projected Impact
Ensure that composition books demonstrate a clear progression of skills for reading, improvising or composing music across the school.	<ul style="list-style-type: none"> EC to monitor composition books at the start of each half term. Feedback can then be given to year groups about what they're doing well. Then, if there are any anomalies in the progression/complexity of the composition/improvisation task then feedback can be given before the next time this skill is explored. If possible and where appropriate, some staff meeting time can be given to showcase good examples and see clearly what our progression looks like across the school. 	X60 new books in Year 3. No more needed across the school	<ul style="list-style-type: none"> Both the music lead and teachers will be able to see a clear progression of musical skills and knowledge across the school. Children will be able to build on their prior knowledge from subsequent lessons, units and year groups without experiencing cognitive overload or finding that tasks are too challenging for them to apply their learning to.
Begin to explore what composition tasks look like within 'singing' based units.	<ul style="list-style-type: none"> EC will create a model of what this might look like, in line with the progression of skills and music long term plan. This can then be shared in a staff meeting slot with examples of what this practise already looks like in Year 3 planning. EC will support year groups in implementing at least 1, if not 2 composition tasks within singing units across the year. 	£0	<ul style="list-style-type: none"> Children in all year groups will be able to develop an understanding of how to compose songs as well as pieces of music, in line with the progression of skills as well as either their focus genre or topic.
Begin using 'Sing Up' songs within teaching units and within the school choir in order to ensure that there are a range of accessible, child appropriate songs are being used.	<ul style="list-style-type: none"> EC will spend time exploring the resource, once purchased. Then, age-appropriate songs will be 'dropped in' to year groups planning. Some of these suggestions may come from the Model Music Curriculum suggestions. Time can be spent in a music staff meeting introducing staff to the resource and exploring where to find appropriate songs that fit within their progression of skills 	£250 for a 12 month members hip	<ul style="list-style-type: none"> The music lead, teachers and children will all feel confident in their judgements that children are being able to develop their singing abilities in an age appropriate way with songs that are engaging, relevant to their topic and age appropriate. Children will then feel both more successful with their singing whilst also finding more enjoyment within their units.