



<p>What will you see in Music lessons?</p> <p>Pupils will immerse themselves in the 3 core components of music: music making (performing), creating (composing) and appraising (listening, appreciation and the history of). To achieve this, they will develop skills in a variety of instruments (ukuleles, Keyboards, glockenspiels, steel pans and a variety of auxiliary percussion).</p> <p>They will work in a variety of settings, developing teamwork, collaboration and communication skills. Pupils follow clear classroom procedures when working with specialist equipment. They are taught in a specialist music room in KS2 with subject-specific displays to support understanding and learning. There are subject specialist teachers in both KS1 and KS2 and the curriculum is connective and progressive, developing on the core concepts of music over time.</p> <p>There are additional support materials to support pupils. Pupils are challenged by their teacher, peers and LSAs to explore new ideas and develop assurance and confidence in their music-making.</p> <p>Pupils are taught to connect music with positive mental health and explore an eclectic array of musical styles throughout the historical periods.</p> <p>Music fosters a supportive, safe space for pupils to express themselves and explore and share their own experiences and interests in music.</p>	<p style="text-align: center;">Primary MUSIC</p> <p>What will you see in pupils' Music books?</p> <p>All work in Music books centres around a purpose. In KS1 outcomes are evidenced through recordings and teacher observation. Year group floor books provide a selection of work in MFL. In KS2, printed workbooks with scaffolded tasks are completed. Pupils become increasingly reflective of their own progress and achievements as they move through KS2. There are key vocabulary pages at the front which pupils complete and practice spellings. Each topic has a learning purpose clearly printed at the front and assessment ladders (assessed by the teacher as each objective/skill is addressed) with space for pupil reflection at the end. A 'ROG' listening log is printed at the back of each booklet across KS2. A wide range of activities is evident in all books which include listening, reading, composing and writing tasks and photographs show independent and supported work.</p> <p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>Rhythm, Beat or Pulse? Pupils often refer to rhythm as 'the beat'. At LC pupils are reminded that our key vocabulary is pulse and rhythm. Avoidance of the word 'beat' is honed.</p> <p>Pitch is the same as dynamics</p>	<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p> <p>From KS1, pupils benefit from one timetabled music lesson each week. Lessons are 30 minutes in EYFS, 45 minutes in Chapter 1 and 1 hour from Chapter 2 to 6.. Lessons are taught by a subject specialist. Curriculum continuity from KS1 onwards ensures that our pupils have time to develop and refine the skills and knowledge they need to love music. The hour recommended in the MMC and National Plan is made up with singing weekly singing as a Chapter, performance opportunities and performance preparation. Alongside this, children listen to recommended listening lists and comment on and appraise what they hear with their class teacher. Music is also used as part of cross curricular teaching strategies and learning tool regularly.</p> <p>Liverpool College offers many unique language learning opportunities: A specialist classroom alongside musical input across the curriculum as well as whole school in KS2 provides immersion in the subject. Links with our senior phase musicians through whole college orchestra, yearly cross phase musicals (with live band) and combined foreign music tours with a college allows our young musician to work with an learn from more experienced musicians.</p> <p>Music plays a vital role in our wider community. Throughout the year pupils perform at a variety of events and in multiple venues across the city. These include workshops and performances with the Liverpool Anglican Cathedral Schools Programme; fundraising concerts in St Georges Hall for Cancer</p>
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LCA Subject on a Page

<p>What formative / summative assessment will you see in Music?</p> <p>Formative assessment takes place in each lesson as skills taught are observed by the teacher to assess pupils' understanding and application. Evidence of progress is collected via recordings (KS1 and 2) and their workbooks (KS2 only). Summative assessment takes place at the end of each topic/term and grades are awarded. Teachers assess against an assessment ladder of objectives and low-stakes end-of-topic assessments which relate to both the topic taught and previously learned material. Each topic has a core skill focus on which the assessment ladders are built. Pupils are subsequently given an ARE grade.</p>	<p>When describing elements and appraising music pupils often say 'higher' when they mean louder.</p> <p>Hash Tag or Sharp</p> <p>Short note values mean a faster tempo/longer note values mean a slower tempo</p>	<p>Research North, performances in local churches and Cathedrals, as well as in the infamous Palm House.</p> <p>Pupils are encouraged to recognise and support each other's talents through regular performances and sharing of skills in assemblies.</p> <p>Music plays a key role in the LC+ curriculum as well as the activities programme with a wide array of opportunities including Samba, Young Voices, and Glockenspiels.</p> <p>Singing is at the heart of our mission and pupils at Liverpool College do this all the time. The songs related to events and the calendar as well as in multiple languages (Spanish and Latin).</p> <p>Pupils choose different school bells which relate to key days, dates and events (music in context). They explore musicians of the month and listen to music while eating lunch.</p> <p>Collaboration with the MFL department on nativities in Spanish, Music and Language days and performances in Spanish at prize-giving and other events allows pupils to explore ethnomusicology and music in context as well as develop varied vocabulary and language structure in MFL.</p>
	<p>Data from the last twelve months reveals particular strengths in:</p> <p>Since the pandemic pupils have developed a confidence and willingness to perform in a variety of settings. They perform expressively and in context well.</p> <p>Data from the last twelve months reveals a current focus must be on:</p> <p>Independent application of skills – particularly exploration of musical elements to enhance musicality in performance and composition.</p>	