



## Music Impact Statement

**Overall aim: To equip pupils and staff with a greater knowledge, skillset and understanding of the model music curriculum.**

### Achievement

	EYFS (Expressive Arts and Design)	KS1	KS2
Progress	90% good or better progress		
Attainment	83% at or above age related expectations	83% at expected or above.	82% at expected or above.

### What is the impact on the school?

Children in KS1 could discuss that we learn music and celebrate lots of things through it. They noted that we celebrate the Queen's Jubilee and Love Day and also sing about God. Children in KS2 could discuss the key areas of music and identify that we learn music to broaden our knowledge of ourselves and the world. They could discuss that through learning music we learn about many other things such as cultures, countries and history.

### What is the impact on the local area?

Children in KS1 could discuss that we sing together as a school. They struggled to understand the impact that music can have on the local area. Children in KS2 could discuss that through music we can understand others - for example, listening and learning about music a friend likes. They could discuss that in Y4 a previous teacher took them to a care home where they sang Christmas carols, spreading joy to others. It was noted that as a whole school we have previously sang to the community (family and friends) during our Easter service and that the Y6 leavers went to Durham Cathedral, with Y6 staff and the headteacher, where they sang some songs with other classes from the local authority.

### What is the impact on preparing our children for life in Modern Day Britain?

Children in KS1 could explain that learning lots of songs is important as we need to learn things in school. They discussed that we learn so that we can share them with special people we know. Children talked about the importance of singing with their friends and family.

Children in KS2 could explain that through learning music we are gradually building up our confidence - just like we would in any other subject - which we can use in our future lives (we can learn how to play an instrument and continue to do so as we get older). Children could talk about learning about and listening to world music and that this can help us understand other cultures and people. They said that this is important as there will be fewer prejudices if we understand and accept one another. Children mentioned that as we learn how to read, write, play and sing lots of different styles we will broaden our knowledge and be able to take this into secondary school and beyond.

### Impact of child conferences:

Children in Key Stage 1 struggled to remember music days and could discuss praise through song in much greater detail. This could be due to the lack of regular time spent completing music week to week.

Children in Key Stage 2 were much more confident discussing how music can prepare us for life in Modern Day Britain and how we can impact our local area through music. This could be due to the range of music days/trips they have completed at St. Oswald's.

**Impact of data:** The majority emerging for composition across the whole school are SEN children.

### Next steps:

The understanding of Music as a subject and the skills being taught being recognised. It is evident that children across the Key Stages like music and can link it to St. Oswald's daily life, however, more focus for KS1 should be targeted towards our local community and life in Modern Day Britain. Children should experience a range of music, both inside and outside of St. Oswald's - this could help with regards to impact on the local community and life in Modern Day Britain.

Portfolio of Work



EYFS



Reception children created some sound effects to the stimulus of an easter egg hunt. They worked together to use a range of objects to create sound effects and thought about how they can change and manipulate sounds.



Reception began to compose short pieces of music by following pictorial representations - they thought about the beat of music and how this can be followed.



During Spain MAM, Reception children listened to Flamenco music and thought about the similarities and differences between this genre and British pop music. They also thought about how the music made them feel when they listened to it.

KS1



Children in Year 1 listened to some Flamenco music during MAM to Spain. They had to think about the tempo and mood of the song and create movements to match it.

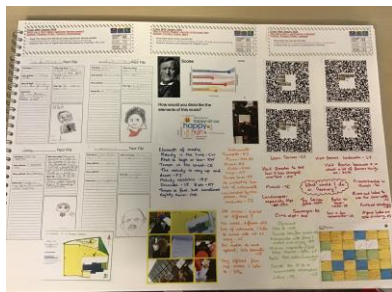


Year 2 children composed a short rhythm to the stimulus of a chick hatching from an egg. They worked together to create some graphic notations to represent their compositions.



Year 1 worked together to develop a song for their Love Day performance. Children had the opportunity to work together as a whole year group.

KS2



During Germany FAF, Year 4 children listening to composer Richard Wagner and discussed opera music. Children had to identify features and elements of Wagner's work.



Year 6 children had to work together to learn some given songs. They went to watch a live band perform them and observed how each member of the band is integral to the performance.



During Australia MAM, Year 5 children listened to Aboriginal Music and discussed Australian culture. The compared and contrasted music in modern day Britain to music in Australia.