



Music Impact Statement (2022-2023)

Overall aim: To teach pupils to engage, inspire and develop a love of music and their talent as musicians, and to increase their self-confidence, creativity and sense of achievement.

Achievement

	EYFS (Expressive Arts and Design)	KS1	KS2
Progress	86% good or better progress	83%	82%
Attainment	86% at or above age related expectations	85% at expected or above.	81% at expected or above.

What is the impact on the school?

Children in KS1 could discuss that we learn music and use lots of vocabulary in the lessons. They noted that we can listen to genres like those at the 'St. Oz Music Fest' and that we can sing about God during 'Praise through Song'. Children in KS2 could discuss the 4 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 can make links across the curriculum such as: RE - religious songs/religion, English - writing poetry/songs and Art - listen to a piece of music, create some artwork.

What is the impact on the local area?

Children in KS1 could discuss that we sing together as a school. They were able to discuss the places music can be found within the local area - such as at concerts & festivals - noting that a festival tends to have lots of different bands playing rather than one like at a concert. 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 they had been on trips to Durham Cathedral where they sang songs with other schools and watched a live performance during the 'different voices project'. It was noted that as a whole school we have previously sang to the community (family and friends) during our church services this year.

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

Children in KS1 could explain that studying music is important for certain job roles - such as a musician, teacher or composer. They discussed that we learn about music so that we can share it at home. Children talked about the importance of singing with their friends and family.

Children in KS2 could explain that music is a 'big part of Britain'. They explained that it is always playing e.g. in school, at home, out in the local community. Children talked about the importance of studying it across childhood to prepare us/build upon knowledge for the future - if you want a job within that field. KS2 children listed a range of jobs linked to music such as: teacher, theatre worker, performer, therapist. They 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.

Impact of child conferences:

Children in Key Stage 1 struggled to remember key areas taught earlier within the year, such as sustained listening. They 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 are 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. More focus should be made to 'drip feed' music across the year as children were often 'forgetting' about the music/skills studied in the Autumn term as opposed to what was covered in the Summer term. 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	 <p>Reception children worked with KS1 to create a performance for 'Praise through Song' worship. They followed their peers' examples and began to develop their own knowledge of dynamics and pitch.</p>	 <p>Reception began to sing together, as a cohort, some simple nursery rhymes. They had to use call and response to sing the songs, copying what the adults in the room modelled.</p>	 <p>During the King's Coronation Day, Reception worked alongside their pen pals at Bede Burn Primary School to perform a song together. They had to showcase their newly learnt performing abilities to both sets of schools.</p>
KS1	 <p>Children in Year 1 focused on their key composer, Mozart. They learnt about different instruments and listened/identified them in Mozart's pieces.</p>	 <p>Year 1 children explored pulse and beat through clapping together and evaluating the difference between pulse and rhythm.</p>	 <p>Year 2 worked together to perform a 'rock & roll' song at the St. Oz Music Fest. They incorporated key features of their genre into their performance.</p>
KS2	 <p>Children in Year 6 improved their knowledge of pitch by learning about the pentatonic scale. They improvised across different pentatonic scales - focussing on major and minor keys.</p>	 <p>Year 5 children worked together to listen to/reflect on 20th Century Classical Music. They had to work together to determine how the song evoked mood and character.</p>	 <p>Year 4 worked together to perform a '90's indie' song at the St. Oz Music Fest. They demonstrated their understanding of dynamics throughout the performance and sang together collectively.</p>