

Clarice Cliff Guide to Music

Intent - The Why

At Co-op Academy Clarice Cliff, we believe that all of our pupils should have the opportunity to develop a love of music, along with the aim of positively influencing every individual's self-esteem and self-confidence. In delivering a repetition-based learning approach – together with the reinforcement of the fundamental musical components of pitch, duration, dynamics, tempo, timbre, texture and structure - our curriculum provides children with a secure basis to become confident, well-rounded musicians. In addition to the teaching of music in the classroom, we ensure that each child is exposed to an eclectic range of musical pieces from a wide range of genres - an approach that strengthens an understanding of the history of music, contributing to their cultural capital.

Implementation – The How (*including how/when we assess)

What we use to support our curriculum delivery?

As many of our children enter our academy with limited musical skills, music is taught through the *Charanga Music School* programme. The programme, which is taught from Reception up to Year 6, is based on a repetition-based approach to learning and focuses on specific musical concepts that are repeated through a variety of practical activities. These activities provide children with the ability to retain knowledge and develop a more secure, deeper learning and mastery of musical skills. Throughout each child's musical education at Co-op Academy Clarice Cliff, there are many opportunities for new musical skills and concepts to be developed. Established musical skills are also re-visited to ensure that prior learning is secured. Through this 'mastery' approach of teaching new skills and re-visiting those previously taught, we aim to provide each child at Co-op Academy Clarice Cliff to become well-rounded musicians for their immediate and future lives.

The curriculum is accessed on the *Charanga Music School* website and is organised into half termly units. The units, which are designed to enable both specialist and non-specialist teachers to deliver high quality lessons, focus upon engaging and prominent pieces of music that maximise the teaching of the key musical elements. Within each unit, six weekly 'steps' are delivered that culminate in a final whole-class performance. Within each lesson, pupils' performances are assessed to provide staff with key assessment for learning information, enabling them to celebrate achievement and tailor future lessons to meet the needs of each individual learner.

Throughout the academic year, several learning walks take place so that staff members can be coached and supported to ensure that high quality practice continues to develop. Based on development points that arise, staff members are provided with appropriate CPD opportunities.

Daily

A 'Musical Appreciation' plan enables staff members to play prominent pieces of music from a wide range of genres in classrooms. The music is played at varying times within the school day.

Music is also played as children enter their classrooms as they arrive at school. Staff are asked to play music of 'calming' nature so that the children can settle down to their learning quickly.

Weekly

Staff leading assemblies play music from the 'Assembly Entrance and Exit' plan. The plan ensures that a wide range of prominent composers from varying musical periods are featured.

A whole school song practice session takes place one per week. The children learn to sing a wide

range of songs (both religious and non-religious) to develop their singing skills as part of a large ensemble.

Children participate in the weekly Violin Club, Rock Band and Choir Club after school sessions.

Half termly/Termly

At the end of each half term, children take part in a whole class performance that is based on the *Charanga Music School* half termly 'step' that has been delivered. The performance includes the key skills that have been developed throughout the half term.

Assessment for Learning

Staff members complete an assessment record during each 'step' of the *Charanga Music School* unit. The assessment records support staff members to adapt future steps to ensure that each child can progress at their individual level.

What this looks like in Early Years

Reception follows the Charanga scheme when teaching music. It is focussed around nursery rhymes and action songs. The units follow the format of:

- Listen and Respond
- Explore and Create - initially using voices only but building to using classroom instruments too
- Singing - nursery rhymes and action songs - building to singing and playing
- Share and Perform
- Children access a range of percussion instruments also within provision and are taught their names.
- They explore how sounds can be changed and learn the related vocabulary, e.g. loud/quiet, fast/slow.
- Children in Nursery have nursery rhyme time daily through Little Wandle.
- Children in Nursery and Reception follow a yearly plan of action and nursery rhymes which they learn each half term.
- Children listen to a range of music and music is used throughout the day to reinforce our routines e.g. calming morning music, tidy up music, fanfares to celebrate achievements.
- Children are encouraged to move in response to music.

Where will you see and find evidence of our learning?

- Weekly music lessons within the classrooms.
- Weekly assessments of lessons.
- Whole school song practice sessions.
- Whole class discussions based on music being played from the 'Musical Appreciation Plan'.

What is our approach to SEND and Greater Depth?

SEND

Our provision for pupils with SEND in primary music involves adapting the implementation of the curriculum and classroom environment to ensure equal access and engagement for all, using a range of strategies such as visual aids, repetition of key words and concepts, multi-sensory activities and adaptive teaching strategies. In terms of Pupil Premium, in music, we have identified the barriers in terms of listening to different types of music and having access to different instruments (recorders, glockenspiels, violins). We have developed our listening curriculum to focus on the progression of specific skills, genres and vocabulary. Our curriculum offer for each year group is posted on dojo with Youtube links for parents to use at home. We offer the Rock Band after school club which is free for children in UKS2 and Pupil Premium children are prioritised.

We ensure SEND needs are met through Quality First Teaching with our lessons broken into small steps with AFL opportunities throughout. Our TLAC principles are evident in all lessons; learning is sequential and revisits knowledge to ensure it is embedded in long term memory. We have incorporated scaffolds for children with SEND including adapted appraisal resources, staff support and mixed ability pairings.

Subject challenges for SEND	Provision for SEND
Volume may be overwhelming for children with sensory sensitivities.	Ear defenders provided; opportunities to listen at reduced volume before full-class work.
Pupils may require additional time to process musical patterns, sequences, or performance elements.	Modified tempo for Charanga performance tracks; simplified versions of pieces; activities structured at Bronze/Silver/Gold levels for accessibility.
Pupils may have difficulty retaining information or accessing language-heavy tasks.	Scaffolded Listen & Appraise sheets using dual coding; pre-teaching of key vocabulary; visual prompts used throughout.
Performing in front of others may increase anxiety or reduce confidence.	Gradual exposure—beginning with 1:1 performances with a trusted adult, then small groups, leading to whole-class sharing; clear routines and expectations.
Pupils may struggle to articulate responses or engage in musical discussion.	Sentence stems, modelled language, and visuals to support structured responses.

Greater Depth

Pupils working at greater depth in Music demonstrate a highly secure understanding of musical concepts and apply them with increasing independence, creativity and control. Our curriculum is structured so that musical knowledge and skills build progressively, enabling pupils to refine their musicianship over time. Clear end points within our progression documents outline the musical techniques, vocabulary and expectations required for pupils to move beyond the expected standard.

As pupils secure fundamental musical skills, such as pulse, pitch, rhythm, dynamics, structure and notation, they begin to innovate. They make informed choices when composing, performing or appraising, adapting and improving their work with confidence. Pupils working at greater depth can explain and justify these decisions using subject-specific vocabulary.

Through ongoing opportunities for reflective evaluation, pupils learn to analyse their own performances and compositions against musical criteria and stylistic features. They listen with increasing discrimination, make meaningful comparisons across genres and traditions, and use this understanding to elevate their own musical outcomes. This developing independence, creativity and critical awareness characterises greater depth within Music.

Impact – The So What

The aim of the musical learning journey at Co-op Academy Clarice Cliff is to engage and inspire each individual child to develop a love of music. Having benefited from the opportunity to apply their ongoing musical skills and knowledge to regular ensemble performances in class and to larger audiences, every child will possess the confidence and ability to become inspired musicians of the future. In a wider context, regularly being exposed to a varied range of repertoire from across the musical periods will enable every child to possess the ability to appraise contrasting styles of various musical genres.

Cultural Capital and Enrichment

-The *Charanga Music School* units include musical pieces that represent genres from around the world. Musical techniques are taught (such as rhythmic and scale patterns) that are synonymous with contrasting worldwide cultures.

-The 'Musical Appreciation Plan' includes repertoire dating back to the Early Baroque Period up to the modern day and includes prominent music from the UK, as well as other countries and continents. Within the plan, there is a half termly whole school genre focus.

-Music written by composers from contrasting cultures and backgrounds is played as children enter and leave every whole school assembly.