



## Intent

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being creative and enjoyable activity, music can also be highly academic and demanding subject. It also plays an important part in helping children feel part of a community. All children have access to music regardless of their academic ability, race, ethnicity, background or language. SEND pupils are actively encouraged to participate fully as music is often an area of the curriculum, which allows them to excel. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. Our children have access to a progressive curriculum that is supported by Charanga, where lessons and units build on prior knowledge and reinforce the consistent use of musical vocabulary too (including pitch, duration, dynamics, tempo, timbre, texture and structure).

The intent of our music is to:

- To enable children to sing, play instruments and perform to each other.
- To enable children to improvise and compose music.
- To enable children to learn about different musical styles, composers, performers.
- To enjoy sharing their skills, knowledge and experiences with each other.

Music comes into different areas in EYFS;

PSE – Self-confidence and awareness – ELG - Children are confident to try new activities, and say why they like some activities more than others.

C&L – Listening and Attention – ELG - Children listen attentively in a range of situations.

C&L – Understanding – ELG - Children follow instructions involving several ideas or actions.

PD – Moving and Handling – ELG - Children show good control and co-ordination in large and small movements.

MD – Shape, space and measures – ELG - They recognise, create and describe patterns.

KUW – People and Communities – ELG - They know about similarities and differences between themselves and others, and among families, communities and traditions.

KUW – Technology – ELG - They select and use technology for particular purposes.

EAD – Exploring and using media and materials – ELG - Children sing songs, make music and dance, and experiment with ways of changing them.

EAD – Being imaginative – ELG - They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

By the end of Key Stage 1

### **Pupils should be able to:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of Key Stage 2

### **Pupils should be able to:**

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression



- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## Implementation

<i>Year Group</i>	<i>Key Objectives/Units (whatever is applicable)</i>
FS	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place
Year 1 and 2	Listen and appraise, Musical activities – including warm up games, flexible games, learning to sing a new song, learn to improvise and compose Perform the song – vocally or with tuned and untuned instruments
Year 3 - 6	As KS1 but including having a developing understanding of the history of music, including the use and understand staff and other musical notations

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to different musical styles and begin to become familiar with the history of music.

The Charanga scheme of work is used from FS, KS1 and 2 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

The school also has whole class ensemble teaching in Year 4 where children are taught a specific musical instrument for 10 weeks in the spring term. These children are taught the clarinet. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Follow on individual and group music lessons are also available from the school peripatetic teachers and allow pupils to continue to develop their skills and ability on a musical instrument, should they wish to. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.

Additional opportunities are offered in music;

School choir which performs in school and at events in the local community. This club is run by school staff.

Peripatetic lessons – these are available from Year 1 – we are able to offer – piano, brass, woodwind, recorder, string and guitar, ukulele lessons within the school day.

Ensemble Group – we have a string and wind ensemble and a recorder group. These groups rehearse weekly and are run by peripatetic teachers.

Plays and shows – Every year group has the opportunity to be part of a musical play each year. Year 2/3 and FS in Term 2, Year 4/5 in Term 4 and Year 6 in Term 6. Our children have confidence in their abilities as performers and this grows with experience that each performance gives them. They are also able to present a class sharing assembly once a term – which may include a musical aspect.

Opportunities to listen to live music – we have good relationships with our peripatetic teachers who are happy to organise small-large performances that can be watched by the school community including parents. We are



contacted also by local schools that require their children to have opportunities to perform. The summer concert encourages musicians of all abilities to sign up should they wish to perform (there are no auditions).

Naunton Parks Got Talent - children put together an act to perform to the school community and parents at the school summer fair. Children audition in front of their class, who select 2 acts to perform at the event. Often, the acts that are chosen are musicians.

### **Impact**

Progress and impact can be measured through the following:

- Monitoring of completed musical activities in photograph, posters, or recorded form
- Monitoring of cross curricular work in books
- Musical displays around school
- Presentation of music during sharing assemblies
- An ability to perform in a musical show or concert at school (confidence, presence, ability, knowledge and willingness)
- Pupil conferencing
- Staff meetings, training and discussions
- Monitoring Big Question year group maps
- Recording and evidencing assessment using the Charanga lesson plan that has specific assessment links