



## Music Intent and Implementation Guide

### Curriculum Intent

Through our teaching of music, we aim for all children to:

Leave primary school with a love of music and with the basic skills to enable them to take part in appreciating, playing and or composing music in their future lives. We aim for all children to find joy and calm in music. Our value of **Achievement** is highlighted in performance and **Belonging & Caring** through playing and appreciating together and performing for others.

**Appreciating:** We help children to discover and share music that they love and to understand the culture and history of different forms of music.

Listening to music is built into our curriculum and supports the termly enquiries enabling children to make links with music and their other learning.

Through the dance element of PE, children learn to respond to different forms music physically.

**Playing:** Children learn to play a simple instrument in KS2, ensuring they have a basic understanding of notation and the elements of music, which they can build upon. Children both play and sing together as part of their music lessons and as part of the wider life of the school. Performance is built into the school year with children performing at least once a year and watching others perform at least once a term.

### Curriculum Implementation

	EYFS	Year 1 – 6
Pedagogical Approach and Strategies	Music is taught whole class through the Mr Quaver programme.	Music is taught whole class, weekly following the 2 year cycle detailed on the knowledge progression map.

	<p>Music is also taught as part of the enquiry programme, with the children singing songs to support learning and listening to music linked to the enquiry question.</p> <p>Music is used throughout the day to set the tone and support routines, for example with a morning song, tidy up music and a goodbye song.</p>	<p>The Charanga scheme is used to teach notation, musical devices and vocabulary. It also enables focused listening to timbre, pitch and rhythm through whole class call and response and listening quizzes.</p> <p>Music is also taught as part of the enquiry question and in tandem with other subjects. For example, children listen and dance to Salsa as part of their enquiry into Brazil and to Tudor music in that history unit. They compose music on the laptops using the Purple Mash programme, 2Compose.</p> <p>In KS2, children learn to play glockenspiel as a whole class, through the Charanga scheme.</p> <p>All children prepare and perform a production once per year, which includes both singing and dancing to an audience.</p>
<b>Timetabling</b>	<p>Children have one lesson dedicated to music each week but sing and listen to music daily.</p>	<p>Children spend at least 1 hour per week on music. In some half terms this will be in the form of one hour lessons, in others this will be two lessons in the week of 30 minutes.</p>
<b>Music outside of the curriculum</b>	<p>Music is given additional focus in the annual Arts Week, where children have opportunity to learn from &amp; with older children.</p> <p>Reception children join daily collective worship, learning and singing songs of praise with the school.</p> <p>Reception children are given the opportunity to take part in choir and dance clubs.</p>	<p>Music is given additional focus in the annual Arts Week, where children have opportunity to perform, to watch live performances and to play in different groups.</p> <p>Music is a fundamental part of daily collective worship, where children sing on entering and leaving. With one worship per week focused on singing together. Children also sing in the termly church services.</p> <p>Children are given the opportunity to take part in choir. This leads to a range of performance opportunities from Young Voices to singing at the local nursing home.</p> <p>Paid for lessons are available during school time, with provision made for FSM and PP children. An after-school dance club is also available.</p>

<p><b>Expectations for recording children's work</b></p>	<p><b><i>Work in Progress</i></b></p> <p>A single page is put together for each cohort each year to reflect key learning covered and highlights in achievement.</p> <p>This page includes a link to saved recordings of some of the class' performances.</p>	
<p><b>Assessment and feedback</b></p>	<p><b><i>Work in Progress</i></b></p> <p>Children receive verbal feedback on their performances from both the teacher and their peers (who are taught how to give positive and constructive feedback).</p> <p>When appropriate, children listen back to recordings of themselves playing or their computer compositions in order to carry out structured self-assessment.</p> <p>The class carry out weekly 'quick quizzes' on Charanga to reactivate prior learning and give the teacher an overall assessment.</p>	
<p><b>Expectations for absent children</b></p>	<p>Due to the short and frequent approach to music, children who are absent in the short term will be able to continue to embed their skills. Where a child is absent in the longer term, signposting to online materials will be given.</p>	<p>Children who have missed a lesson will be included in the 'reactivation' section of the following lesson, where prior learning is recapped. The teacher will intervene or ask a peer to support where a child needs a gap to be covered before they are able to fully engage in the new learning.</p> <p>Where a child has a long-term absence, but are still able to access learning, Charanga will be made available along with a playlist of music being focused on that term.</p>
<p><b>Environment</b></p>	<p>Music takes place in Apple Class. Usually together, on the carpet.</p>	<p>Where possible, music should take place in a room that can be silent and with the opportunity to break into smaller groups.</p> <p>When using Charanga, children should be seated so that they can see the board and access their instruments (this may mean turning tables)</p> <p>There is a room available for music lessons where the instruments are stored.</p> <p>Headphones should be used when taking part in computing music lessons.</p>

<p><b>Adapting teaching for SEND</b></p>	<p>Some children with can be overstimulated by the noise. This should be considered individually – headphones, ear defenders and working outside of the room for percussive composition are possible solutions.</p> <p>Music is a very practical activity which children who may find barriers in other subjects could flourish in. Literacy and numeracy should not be allowed to pose a barrier – use of worksheets should be carefully considered for value.</p> <p>There should be consideration of access for children with a disability. For example, learning tunes through listening for a child with visual impairment. Understanding of the individual needs of a child who is hearing-impaired will be important.</p>	
<p><b>Adapting teaching for EAL</b></p>	<p>Music is a universal language that should give an opportunity for children who aren't fluent in English to join in equally in many of the lessons.</p> <p>Key language for taking part the lesson, such as 'listen'. 'clap' should be accompanied with gesture.</p> <p>Subject specific vocab should be provided on a vocab mat with English, the home language and a picture.</p>	
<p><b>Provision for children working at greater depth.</b></p>	<p>Through observation in music lessons, a child may be identified as having particular musical aptitude. These children are encouraged to take part in choir and parents and future teachers are informed.</p>	<p>Through observation in music lessons, a child may be identified as having particular musical aptitude. These children are encouraged to take part in extra-curricular musical activities such as choir and, if appropriated, signposted to paid-for lessons.</p> <p>Children who play instruments or sing/dance are given opportunities to perform through clubs, annual productions and Arts Week concerts.</p> <p>Children who are confident in Music are encouraged to model for other children in lessons.</p> <p>Opportunities for deeper challenge are available through playing a different part in instrumental lessons, greater variation in composition and deeper questioning in listening to music.</p>
<p><b>Homework</b></p> <p>Children are not set weekly homework in Music.</p> <p>Children can choose to take a musical approach to the half-termly 'creative' homeworks.</p> <p>Children taking part in extra-curricular lessons and clubs are asked to practise at home.</p>		