



INTENT:

Our art curriculum supports the aims and objectives of National Curriculum 2014.

We believe -

- 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 personal development.
- 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.
- Music is creative and enjoyable and can play an important part in helping children to feel part of a community.
- All children should be given the opportunity to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music.
- Many cross-curricular links can be made through music to give a connected curriculum.
- CPDL, enables us as practitioners to adapt our teaching to best benefit our pupils.
- Teachers need to have a strong, connected understanding of the material being taught.

IMPLEMENTATION:

Skills to be developed throughout foundation stage and key stage one:

- using voices expressively and creatively by singing songs and speaking chants and rhymes
- playing tuned and untuned instruments musically
- listening with concentration and understanding to a range of high-quality live and recorded music
- experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music.

Singing is a key element of music and children take part in whole-key stage sessions weekly.

Children in foundation and key stage one rehearse and participate in a musical performance (Nativity) each year.

R	<p>The following skills will be introduced:</p> <ul style="list-style-type: none"> ● Listening and responding to different styles of music. ● Embedding foundations of the interrelated dimensions of music. ● 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.
1	<p>The children will listen to a variety of musical styles from different times, traditions and composers. They will begin to learn to recognise instruments and basic style indicators. They will take part in discussions, beginning to use musical language. The following skills will be introduced:</p> <ul style="list-style-type: none"> ● Begin to understand how pulse, rhythm and pitch work together to create music through warm-up games and flexible games. ● Start to sing songs/raps together in a group/ensemble. ● Using instruments as appropriate start to learn to play together in a band or ensemble. ● Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. ● Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way so that you can play/perform them again with your friends.

2	<p>The children will continue to listen to a variety of musical styles from different times, traditions and composers. They will continue to learn to recognise instruments and basic style indicators and take part in discussions using musical language. The following skills will be developed:</p> <ul style="list-style-type: none"> ● Continue to understand how pulse, rhythm and pitch work together to create music through warm-ups and games. ● Continue to sing songs/raps together in a group/ensemble. ● Use glocks or other instruments if appropriate. Learn to play together in a band or ensemble. ● Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. ● Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way ● Perform together in an ensemble/band.
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Skills to be developed throughout key stage two:

- Play and perform in solo and ensemble contexts, using 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.

Children in key stage two rehearse and participate in a musical performance each year (Easter and end of year productions).

3	<p>Wider opportunities: Diosoing choral project to use voices with increasing accuracy, fluency, control and expression and participate in a range of choral opportunities.</p>
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4	<p>Whole class ensemble teaching: To play a musical instrument with increasing accuracy, fluency, control and expression, developing an understanding of musical notation and recalling sounds with increasing aural memory.</p>
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5	<p>In year five children will listen with increasing attention to detail to a variety of musical styles from different times and traditions.</p> <ul style="list-style-type: none"> ● When listening to the music children should find and internalise the pulse. They should listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. They should use correct musical language consistently to describe the music they are listening to and their feelings towards it. They should listen to, comment on and discuss with confidence, ideas together as a group. They should discuss other dimensions of music and how they fit into the music they are listening to. ● Children will sing within an appropriate vocal range with clear diction. They will continue to understand the workings of an ensemble/choir and how everything fits together. They will follow the leader/conductor and have a chance to be the leader/conductor. They will understand how important it is and why we warm up our voices, posture, breathing and voice projection. Children will sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. They will have a greater understanding of melody, words and their importance and how to interpret a song musically. They will demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. ● Children will play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. They will demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc. and maintain an independent part in a small group. ● Children will understand what musical improvisation means. They will improvise and perform in solo and ensemble contexts, using quality not quantity of notes. They will continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies ● Children will know and understand that composition is creating their own melody within given boundaries. They will continue to create their own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with the whole class It can be notated or recorded in some way. They will perform together in
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an ensemble/band with ease and confidence. They will record the composition in a way that is appropriate e.g. using graphic/pictorial notation, using ICT, video or with formal notation.

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In year six children will continue to listen to a variety of musical styles from different times and traditions and continue to show their increasing depth of knowledge and understanding.

- The children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.
- Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch
- They will sing within an appropriate vocal range with clear diction and continue to understand the workings of an ensemble/choir and how everything fits together. They will follow the leader/conductor. They will sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. They will have a greater understanding of melody, words and their importance and how to interpret a song musically. They will demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.
- Children will play together with more confidence and deeper understanding in a band or ensemble. They will play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. They will demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc. and maintain an independent part in a small group. They will build on their understanding of formal notation.
- Children will deepen their understanding of what musical improvisation means. They will continue to improvise and perform confidently in solo and ensemble contexts, using quality not quantity of notes. They will continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.
- They will use voice, sounds, technology and instruments in creative ways. They will record the composition in an appropriate way. They will notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate. They will musically demonstrate an understanding of and use of the interrelated dimensions of music as appropriate. Children will recognise and demonstrate their awareness of a link between shape and pitch using notations if appropriate.
- Children will continue to perform together in an ensemble/band with an increasing understanding of how to improve their performance musically. They will sing, play, improvise and play back compositions with increasing confidence, skill and accuracy. Children will do all of this in front of an audience with more understanding of their needs. They will communicate ideas, thoughts and feelings through the performance. They will record their performance and learn from watching it back. Respond to feedback and offer positive comment.

What music lessons look like in our school:

- We make music an enjoyable learning experience.
- We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.
- Singing lies at the heart of good music teaching and we focus on developing the children's ability to sing in tune and with other people.
- We listen to and appreciate pieces from many different styles of music. We encourage children to describe the music they are listening to and their feelings towards it.
- We use musical vocabulary such as pitch and pulse and encourage children to use these and other musical vocabulary they have learned in their discussions.
- We give children the opportunity to explore how sounds can be made and combined using a variety of instruments.

- We also teach children to make music together, to understand musical notation, and to compose pieces.
- We recognise that within each class of children there is a wide range of musical ability, and so we seek to provide suitable learning opportunities for all.

This is what we do:

- We use the basis of the Leicestershire Music Scheme as our starting point in each year group.
- We plan the activities in music so that they build on the children's prior learning and experiences.
- We give children of all abilities the opportunity to develop their skills, knowledge and understanding.
- We also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and the purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.
- take part in a choral music project, being given the opportunity to perform in a range of settings e.g. local church and at Leicester Cathedral.
- learn to play an instrument through the year four wider opportunities music scheme.
- study a variety of musical instruments with peripatetic teachers. This includes children who choose to continue to learn to play their instrument beyond year four. Parents who want their children to study a musical instrument must purchase or hire the instrument and pay the additional music lesson fees each term. These lessons are normally taught to small groups.
- participate in Inspiring Primaries Academy Trust wide musical projects e.g. a 'big sing' with children from other schools in the Trust.

IMPACT:

This is the impact of the teaching:

- Confident children who make links and comparisons between different pieces of music they hear and create using appropriate vocabulary.
- Children who can experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notations) and develop this as they move through school.
- Children who play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

This is how we monitor the impact

- Teacher assessment.
- Tracking grids are completed by teaching staff and analysed by the music coordinator and shared with school leadership.
- Performances.

- Evidence, recordings and photographs of children's work is gathered throughout the year.
- Music shared with family members during class assemblies.
- Feedback to parents / carers during parent interviews and annual reports.
- Pupil interviews are undertaken by the coordinator.
- Targeted use of TAs - TA's noting and recording learning observations of individual children.
- TA/Teacher conversations and feedback time.