



Music:

Statement of Intent, Implementation and Impact:

Curriculum Intent for Music: What we are trying to achieve with our Music curriculum.

The National Curriculum for music aims to ensure that all pupils:
Perform, listen to and evaluate a comprehensive range of music

Singing and create and compose music

Understand how music is created, produced and communicated with **ongoing emphasis on the inter-related dimensions of music:** pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Through the teaching of music at Water Street Primary School we want children have a varied, progressive and well planned musical experience based on the National Curriculum objectives.

Through varied and comprehensive musical experiences we intend that music will “engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.” (National Curriculum DFE)

We want them to develop a curiosity of different musical styles and value music from other periods of time, culture and countries.

Pupils will become confident in performing, both in singing and using range of instruments. They will be given the opportunity to appreciate recorded and live performances by their peers and musicians.

Children will take part in class and annual whole school performances and productions.

Implementation: How do we deliver the music curriculum?

The music curriculum from Year 1 to Year 6, is primarily delivered through subject specialist teaching. Music in EYFS is taught in regular weekly sessions and includes, rhythms, rhymes, songs and playing un-tuned percussion instruments.

Music teaching follows the key principles of the National Curriculum for Key Stage 1 and 2, as specified above.

Children participate in subject specialist music lessons in a termly block. They experience a spiralling curriculum in music, which means that skills are revisited and added to every time it is revisited. Children develop skills in listening, composition and performing. Bespoke progression planning documents outline key content and learning experiences that children

will have in each year group. Such planning may also be adapted to respond to particular school, national and international events and themes.

Class teachers will give children opportunities to listen to different music styles, often related to curriculum areas (using in part the BBC Trial Blazer resources). Children will be encouraged to respond to music creatively through music, drama and art. Non specialist teachers will be supported in developing children's listening skills by using the "Water Street Music Listening Documents" and resources.

Whole school singing and listening assemblies provide opportunities for children to sing and listen to a wide range of music from different periods of history, traditions and cultures.

The music subject leader and specialist music teacher work closely together to regularly review the teaching of music throughout the school, and to collaboratively write yearly action plans. They continually respond to school topics, initiatives and school celebrations to see how music can be a part of this

Impact: What difference is the curriculum making to our pupils?

Children enjoy music as performers, composers and listeners. They feel confident in exploring ideas when composing. They are creative in expressing ideas about music they listen to- both in live performances and those played to them. They value the ideas and creative responses of others.

All pupils have the opportunity to perform music in different ways through playing tuned and un-tuned instruments, both individually and in a group. They will have performed familiar pieces as well as that they have composed using a range of notation.

The enjoy and feel the "buzz" of taking part in musical productions where they sing with others and sometimes individually, through the rehearsals and delivery of such productions children develop their self-esteem and confidence in performing.

Pupils have the opportunity to play the instruments they are learning to others, and take part in local community events.

We measure impact through lesson observations and work monitoring as well as pupil voice and dialogue between the subject leader and specialist Music teacher.

Ultimately Children and staff find music uplifting and enjoyable, and appreciate the benefits for their mental health.