"Love Learning, Love Life…in all it's fullness"

Music Curriculum Intent, Implementation and Impact Overview

The intent of our Music curriculum is to deliver lessons that are inclusive, engaging and full of enjoyment. Pupils should have access to a high quality music education that inspires them to develop a love of music and their talent as musicians. We encourage children to take on new learning experiences in a positive way through extensive opportunities to practise their skills. The music curriculum is planned with the children at its heart; enabling a broad range of opportunities and possibilities for their futures. SEND children can often thrive within music lessons and extra-curricular clubs such as choir. We nuture musical talents in every child and provide scaffolding and support for learning for those where it is needed. Musical knowledge and skills are taught progressively and revisited prior to new learning to develop understanding. We believe that through the variety of music that we offer, children develop their creativity and self-confidence. We encourage children to respond to music at a personal level and respect the views of others whilst doing so. As children progress, they develop a critical engagement with music, allowing them to compose pieces on their own and in collaborative groups, with voices, untuned and tuned percussion. When children display a higher understanding and skill within music, this is greatly encouraged, and children thrive. Cross-curricular links between subjects are explicit during the teaching of music to ensure children build on prior knowledge and utilise knowledge and skills learned from other subjects. Our Music curriculum offers so many creative opportunities as well as a range of diverse cultural experiences.

INTENT	RESEARCH	IMPLEMENTATION	PLANNED IMPACT
Intention The National Curriculum for music aims to ensure that all pupils: • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related	According to the *Model Music Curriculum: Key Stages 1 to 2 Non-statutory guidance for the national curriculum in England*, states that: ***'Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger'*** and that ***'The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.'*** *The Policy and Practice of Music Education in England, 2010 – 2020* (Johnathan	**Engaging and comprehensive scheme of work in line with the National Curriculum.** We ensure that teachers of music, including those who are non-specialist, have excellent subject knowledge. Where it is possible, Music is planned and taught by music specialists. For Foundation and Key Stage 1, we use Singup! to support the teaching of Music. For KS2, the scheme of work is written around the topic for the term by music specialists, and children have a booklet to accompany their lessons, where they record their work. Each scheme of work includes listening & appraising, composing, performing, transcribing and knowledge of music elements. Alongside theses units, children also have the opportunity to learn an instrument. Recorders, ocarinas and glockenspiels are taught within school by teachers. When the children are learning a different instrument, such as the violin, the delivery of this instrument is supported by an outside agency. Pupils have the opportunity to listen to a range of genres, styles and traditions in music, and to become familiar with a range of composers. Children also have the opportunity to use music as a form of expression, composing and performing using instruments and their own voices. They have the opportunity to collaborate in small groups and to develop their confidence in this subject. **Music Vocabulary Display**	The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. All children will be able to recognise different genres of music and will evaluate these effectively using appropriate musical language. Music will develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Pupils will enjoy singing and be able to sing well, both in lessons and in assemblies.

dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations At Holyport the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, respect the role that music may play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different context.	Savage) cites the importance of a broad and balanced Music curriculum: ***'Music education in the broad sense, as described by several decades of National Curriculum reform, does not solely equate to the provision of an opportunity to learn to play a musical instrument. This is only one part of a broad approach to music education within the National Curriculum model, which also includes composition, listening, reviewing and evaluating.'*** *The declining place of music education in schools in England* (Naomi Bath et al) argues that '***access to music education is the right of every child and therefore that a high-quality and sustained curriculum offer must be provided in all state-funded schools.'***	The Music Room has displays with musical vocabulary and information. It is well resourced. Each classroom has musical vocabulary to display. There is also a music display in the hall. **Wider Curriculum** Pupils have many opportunities to engage in extracurricular opportunities in music, such as singing in the local community and Rocksteady bands. We also offer a variety of instrument lessons through Berkshire Maestros. Some of our highlights of the year are the Christmas and Easter productions in our local church. **Assemblies** We have weekly singing assemblies which are led by the Music Coordinator and through the use of Singup! The children enjoy the assemblies as the songs are engaging and fun and focus on building the children's confidence in singing. We know that we learn how to sing songs by listening. As well as learning songs for specific events in the year, the children learn to follow manuscript and sing in parts. They also learn songs using Makaton and BSL.	All pupils will be able to play untuned and tuned percussion. They will be able to feel a pulse and clap a rhythm. KS2 children (Y3 – Y6) will be able to play a tuned instrument. They will be able to read basic musical notation. Performances in school will be of a high standard. Children will have the opportunity to take part in larger-scaled performances with other schools.

CURRENT ACTION POINTS - for further details see our Music Action Plan

- Singing CPD for staff from Berkshire Music Trust
- To continue to write and adapt music plans as and when needed to suit cohorts, ensuring provision for all children, including those with SEND
- Continue with all of the links with Berkshire Music Trust: In2music, peripatetic lessons, musical performances and trials
- Continue with links in community such as Bray Church services
- Continue with borough wide musical opportunities and performances