Weston Schools Federation

Weston Shore Infant School

Weston Park Primary School

Music Intent statement

Intent: Introduction, Vision and Philosophy

Music is delivered within a coherent, well sequenced and balanced Music curriculum. This document clarifies the teaching intent, explains the 'Why, What and How' our curriculum is taught, and explains what the children will learn. It explains how we deliver Music to all our children and demonstrates how all needs are met. Additionally, the rationale of why we are teaching and what we are teaching is made clear. This document can be used by staff to clarify high expectations and to maintain the high-quality delivery of the subject within the school, and to ensure the best possible outcome for all our children.

We want our children to experience learning to play an instrument; performing to an audience; composing music using the skills acquired through teaching; and listening to and evaluating music in order to explore the work of composers and musicians in different contexts. The children will study the works of composers and other musical performers in a broad and balanced curriculum that spans a wide range of cultures and nations, both past and present, giving children opportunities to make by using a creative platform for learning.

We recognise different ways of learning. Music covers many disciplines and it underpins our core values to: Be Responsible, Be Respectful, Be Safe and Be a Learner. Music provides a way of enabling children to make mistakes, which promotes using their problem solving skills. These skills are celebrated and we allow for experimentation to discover something new, or to ignite their imagination. The teaching of Music, involves teaching skills and concepts in an inclusive, inspiring, engaging and relevant way. The process of making music is just as relevant as a finished composition or performance and this allows scope for further opportunities for development as children reflect, develop methods of revisiting work, or using pieces of music as a point of reference.

Although Music is taught by a subject specialist, all members of staff have opportunities for professional development in Music, from planning and teaching music to knowledge, skills and development. Through both the subject specialist and external providers, we also provide opportunities for children to develop their musical skills through afterschool clubs, visiting musicians and performance opportunities.

We believe every child is musician and needs:

- Listening skills.
- Imagination and ability to learn.
- The ability to express thoughts and feelings through performing arts.
- Encouragement to experiment.
- To increase subject knowledge, skills and vocabulary.
- To instil a passion and a way of developing an understanding of the world through music.

• To invite and make connections with the world around.
• To experience live music.
• To analyse and critique their work and the work of others.

Implementation: What does Music look like at Weston Schools Federation?

Music is taught weekly as part of children's APPL time provision. Music is delivered by a music specialist who has previously worked as a class teacher within the school. Children's work is evidenced in annotated planning, photos and videos, and performances to wider audiences within the school and within the classrooms.

All children learn a specific instrument throughout each year including recorders, voice, ukuleles, a wide range of percussion instruments and glockenspiels. The Music curriculum is delivered via the Charanga programme of study to encompass the key skills of listening and evaluating, singing, playing an instrument, improvising, composing and performing.

Children have opportunities to develop their repertoire by learning the music of a range of artists both modern and traditional. They have chances to explore the history of music and have opportunities to link work to other subjects such as geography, history, mathematics and English. Children will be provided with opportunities to explore styles of music through time.

Throughout the year, there will be opportunities to experience live music either through trips to concert halls or from visiting musicians. Every child should experience live music at least once during their time in Weston Schools Federation.

Music in the EYFS

In the Early Years, we believe that Music can support the whole curriculum because positive experiences can develop creativity and independent thinking, and boost confidence, self-esteem and personal, social and emotional development. As such, children are able to access subject specific teaching every week, in which they can begin to learn a bank of familiar songs and explore the range of sounds that can be made using percussion instruments. We recognise that quality early years music can largely be divided into two key skill sets. The first is the ability to feel and begin to keep time with the rhythm of a piece of music. We support children all year to develop this skill. The second skill set is having the confidence and imagination to represent their ideas in their musical endeavours.

Impact: Evidence and Assessment

Children will be encouraged to participate in performances both within and outside of school to celebrate their achievements. This may range from performances to peers, through larger scale performances to parents to external performances in the local area. Children will be encouraged to use their own ideas and experiences to create work that is valued and allowing for chances for children to work independently and with others. We provide an environment where children feel safe about taking risks and are not intimidated by 'getting it wrong', by empowering children to pursue their creative endeavours.

Assessment

In EYFS we will use the Early Learning Goals and in KS1/KS2 we will use the National Curriculum outcomes. The Music teacher will take rigorous notes in every lesson, which will then inform half termly assessments of children's skills against these set criteria.

Any misconceptions or gaps in skills or knowledge should be addressed during the lesson. Opportunities for self, peer and teacher assessment will be built into lessons to enable pupils to review and refine their work.

Progression

All progression is linked to the National Curriculum KS1 / 2 outcomes, however we believe progression in music should be broken down in further detail. Throughout the academic year, pupils from EYFS to Year 6, will develop their instrumental, vocal, listening and evaluating skills. All pupils begin with learning each skill which shows a clear progression between year groups and which is revisited each year. The teacher will use subject specific vocabulary to challenge pupils to critique their work and make connections. By Year 6, pupils will be able to perform separate parts within a small ensemble, using key listening skills to ensure an accurate, coherent performance as well as composing their own music for performance to an audience.

Children are given enrichment opportunities through visits and visiting artists. Parents are informed and engaged in their child's learning through whole school events such as year group performances to the parent body.