**Intent, Implementation and Impact for Music at**

**St Paul’s C of E Primary School**

**Intent**

At St. Paul’s Primary School, the intention of our Music curriculum is that children will 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, and an unbiased respect for the role that music may play as a means of expression 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 contexts. We want music to inspire self-confidence in our children through development in a fun and safe learning environment, and encourage a feeling of fellowship through shared creation and appreciation of music. We aim to provide children with opportunities to perform to an audience and be able to reflect on their own performance skills.

**In the early years**, children will learn to sing a range of well-known nursery rhymes and songs. They will perform, songs rhymes, poems and stories with others, and – when appropriate – try to move in time with music. They will learn to play a steady beat on percussion instruments and to discriminate between loud and quiet, and fast and slow sounds.

**The National Curriculum for music aims to ensure that all pupils:**

• Perform, listen to, review and evaluate music

• Be taught to sing, create and compose music

• Understand and explore how music is created, produced and communicated.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities, various concerts and performances, the learning of instruments, and the joining of one of our musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

Charanga is a scheme of work, which offers a topic-based approach to support children’s learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development.

By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others’ music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

In the classroom, children learn how to play un-tuned percussion and learn to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

We use a range of assessment strategies to review the progress and attainment of all our pupils, both formative and summative.

This enables teachers to adapt their teaching, lesson content and support to ensure progress for all learners. Children are also asked to reflect and assess their own learning, relevant to their age and experiences.

Formative assessment involving questioning and observation will be used in every lesson. At the end of each lesson or series of lessons, an audio-visual recording will be made to identify gaps in teaching and learning. End of year assessments will be made to say whether children are at age related expectation, below or above.

Monitoring Music will be done via checking planning against lesson content, learning walks and observations, pupil voice, staff voice and watching recordings and performances.

Staff development will include training during staff meetings, mentoring, team-teaching and peer observations. The Music subject leader will attend relevant training courses including those provided by the local authority.