



MUSIC

Intent, Implementation and Impact Statement



INTENT

At St. Andrew's School, the Music curriculum meets the requirements of the National Curriculum and supports our development of a broad and balanced curriculum with opportunities for enriching and exciting experiences. Our intent and ambition is that our curriculum is designed to meet the requirements of the National Curriculum and enables our children to progress well in all year groups and increasingly attain at least age-related expectations combined in Reading, Writing and Mathematics by the end of Year 6.

The school uses the Charanga Musical School Scheme. This allows a consistent and progressive approach to teaching music by providing both specialist and non-specialist teachers week-by-week lessons to support each year group. The scheme provides children with an integrated, practical, exploratory and child-led approach to musical learning. Alongside this, the development of musical skills progresses through listening and appraising, differing musical activities and performing. To support this further, vocabulary and definitions are provided by the scheme to ensure children can understand and use musical vocabulary confidently and correctly whilst building on previously taught words and definitions. The use of this scheme allows all children at St Andrew's to experience a wide range of enriching opportunities to instil a thirst for life-long learning so that they lead fulfilling lives, are prepared for further education and thrive as citizens of the future. At St Andrew's School, we want the children to love music and be excited by the units that are covered throughout the year.

As a Church of England School, our Christian values are at the heart of everything we do. Across our curriculum, in the day-to-day life of the school, and through our '*I ASPIRE*' values, we aim to develop:

Independence: The children will be encouraged to compose their own pieces of music using the instruments available to them taking inspiration from other pieces of music that they have been exposed to and follow instructions given in a lesson such as repeating a beat.

Ambition: Take risks, to have raised ambitions of what they can do and achieve, to experiment and take risks through experimenting with different instruments and sounds, rhythms and beats. To improve and develop their techniques and master these. We strive to become creative musicians, composers and singers.

Self-control: Control emotions in difficult situations, coping with disappointment; develop a wide range of composing techniques through experimentation. To be able to listen to others compositions and creations without creating noise from their own instruments. To wait out turn to use the equipment during music lessons.

Perseverance: Building resilience and not giving up. Trialing techniques and skills and being reflective about what has been successful and what needs further development. We try out best during music lessons by building resilience, not giving up and feeling comfortable to go outside out comfort zones.

Integrity: Doing the right thing when no-one is watching. Supporting others with collaborative opportunities within music, being reflective and supportive. We can do this by helping others use the instruments and equipment that they haven't used before.

Responsibility: Being a model citizen, contributing and understanding all actions have consequences. Working collaboratively, the children will have the opportunities to reflect on their work and help to develop peers. We also use the musical instruments correctly and ensure they are looked after.

Empathy: Understanding the views and beliefs of others and that people can have an emotional response to music. Learning about the work of a range of musicians, both modern musicians and going back in history to the classical composers, describing similarities and differences between different pieces and styles of music and making links to their own work. How does a composer's work make us feel? What impact does their work have on us?

IMPLEMENTATION

Charanga's units of work in Music, are comprised of strands of musical learning which correspond with the national curriculum for music:

- **Listening and Appraising**
- **Musical Activities (Warm-up Games, Optional Flexible Games, Singing, Playing instruments, Improvisation, Composition)**

All activities are based around a song.

Games embed the Interrelated Dimensions of Music through repetition.

Singing is at the heart of all the musical learning.

Playing instruments with the song to be learnt - tuned/un-tuned class room percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.

Improvising with the song using voices and instruments occurs in some Units of Work.

Composing with the song using instruments occurs in some Units of Work.

- **Performing**

Charanga's units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Each strand of musical learning from Reception to Upper Key Stage 2 provides the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

At St. Andrew's, Music is taught weekly in order to meet the requirements of The National Curriculum and ensure progression across the school.

IMPLEMENTATION

In addition to Charanga's scheme of work for Music, children partake in:

- **a weekly collective worship, focussing on singing and practicing songs for upcoming occasions or events.**

They have the opportunity to partake in:

- **Choir club**
- **Recorder club**
- **Instrumental lessons with a professional teacher.**

Each year, a member of NMPAT (Northamptonshire Music & Performing Arts Trust), come into school to give instrumental lessons (such as the djembe or samba drums or the ukulele) to a KS2 Year group, at the end of which, the children perform to parents and the rest of the school.

IMPACT

The impact of St. Andrew's Primary's Music, using the Charanga scheme of work, can be monitored through both formative and summative assessment opportunities. Each lesson allows teachers to assess pupils against the learning objectives and at the end of each unit, there is a performance element where teachers can make a summative assessment of pupil's learning. Knowledge organisers for each unit support pupils by providing a visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

The expected impact of following St. Andrew's Primary Music learning, using the Charanga Scheme of work, is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for Music.