



## Springcroft Primary School- Music Intent, Implementation and Impact Statement

### **Intent**

At Springcroft Primary School, the music curriculum is designed to harness the wide-ranging opportunities presented in an arts-rich school to transform the thinking, appreciation and behaviours of young people.

By taking a highly practical approach to addressing the key skills and concepts addressed in the music curriculum and beyond, we prepare our children to develop a lifelong love of the subject so that they can apply their knowledge to the wider community.

We provide creative opportunities for our children to find their own voice and develop discipline and confidence through high quality rehearsal and exploration of sounds. We provide a sequence of concepts showing clear progression of skills and knowledge in music.

It is our vision to connect musical learning in school with the pupils' personal music making, both in and out of the school environment.

### **Implementation**

We aim to deliver the Music National Curriculum enabling every child:

- to learn an instrument in solo and ensemble contexts, with increasing technical ability and to have the opportunity to progress to the next level of musical excellence (Playing),
- to learn to sing and to use their voices expressively and creatively (Singing)
- to compose music using the inter-related dimensions of music (Composing)
- to use and understand staff and other musical notations (Notation [KS2])
- to listen to music with increasing understanding (Listening)
- to experience all of the above musical learning across a range of contexts - historical periods, genres, styles and traditions, including the works of the great composers (Context)

Music is taught weekly across the school by a music specialist teacher and in addition, each class in Key Stage 2 has a half-term of music lessons from a specialist music teacher, focusing on notation.

Learning is organized to allow the whole music curriculum to be experienced in a natural sequence. Pupils listen to music, perform it instrumentally and vocally, and composition follows on as the next logical step.

Notation is introduced as it is needed to communicate new music or to record pupils' compositions.

The musical dimensions similarly are introduced and discussed as they occur in music-making. This sequence of learning develops at its own pace, typically over two to three lessons, and as the sequence repeats, greater depth of understanding is the result.

Peer support and assessment is embedded in teaching and learning. Partner and small group work ensure that pupils appraise their peers' work and in turn receive feedback from their peers.

Assessment in music takes place at the end of each year stating whether children are working towards age-related expectations, are working at age-related expectations or are working at a greater depth standard.

Music is also taught by peripatetic instrumental teachers (piano, percussion, strings, brass and woodwind) to groups of children in Key Stage 2. Extra-curricular music opportunities include vocal and instrumental ensembles.

Each year the school is involved in musical events. These include, Christmas, Easter and Summer performances, performances within the local community and collaborative workshops and performances. Other music specialists visit our school to provide a range of workshops. Musicians from other cultures also provide performance opportunities for our children.

Children with particular musical talents are encouraged to join the Moorlands Music Centre Ensembles, and individual children are also entered for external instrumental graded examinations.

### **Impact**

Children's learning in music allows them to discover areas of strength, as well as areas they might like to improve upon.

Music allows one to access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. These include having visitors with a musical talent, visiting concerts and school productions.

Our children are able to enjoy music in as many ways as they choose - either as listener, creator or performer. Our children can dissect music, comprehend its parts and sing and feel a pulse.

External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience

Our children will have a developing understanding of how to further develop skills less known to them, should they wish to develop their interest in music as their lives progress.