



Music Curriculum

Intent		<p>Our vision is to inspire our children to develop a lifelong love of music and their talent as musicians. Musical learning is about thinking and acting musically. We want our pupils to explore new musical experience with open minds and open ears and in doing so, to increase their self-confidence, resilience, sense of achievement and promote high aspirations. Music lessons should be about learning in and through music, not solely about music. Children come to school with a lifetime of musical experiences, which is practical and experiential, and which have contributed to their aural memory. Lessons, therefore, will focus on developing children’s imagination and creativity, by fully immersing them in music-making, building up pupils’ knowledge, skills and understanding. We will ensure that each child gets the opportunity to learn an instrument, making use of pupil premium funding where necessary.</p>					
Implementation	What	<p>Music Education is a continuous and developmental series of experiences in the activities of performing, composing, listening and appraising. Key Stage 1: The focus here is to immerse the children in the experience of music-making by performing, playing and listening. From an early age, children naturally take and develop bits of music in their play, often singing songs and rhymes from memory. We aim to build on this and add to the experience by learning new songs and using percussion instruments. The emphasis is on enjoyment and involvement. Year 2 children have the opportunity of taking part in the Infant Music Festival. Key Stage 2: The children in KS2 will build on the experiences gained in KS1 and be given the opportunity to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, encouraging the link between sound and symbol. They will be given the opportunity to develop their musical skills by learning and appraising different songs included in the Charanga program and also by whole class tuition in the ukulele (year 3 and 4) and African drums (years 5 and 6). Year 5 will also take part in the Royal Opera House Create and Sing program. In this way, the children will experience music from different ages and cultures. Children from KS2 will also have the opportunity to take part in Southend Makes Music and in the Junior Music Festival.</p>					
	How	<table border="1"> <thead> <tr> <th>Resources and Equipment</th> <th>Planning</th> <th>Environment</th> </tr> </thead> <tbody> <tr> <td>We are resourced with a music room, which contains: a piano; drum kits - traditional and electronic; classroom percussion instruments - tuned and un-tuned; a classroom set of African drums; steel pans; keyboards; and a selection of orchestral instruments. There is also a piano in each of the 2 school halls. We have a specialist music teacher to deliver the curriculum and individual instrumental lessons are available from peripatetic staff.</td> <td>Planning uses subject specific vocabulary alongside materials from the Charanga Scheme of Work, the BBC 10 pieces program, the Royal Opera House Create and Sing program and various other resources to provide variety and enrichment, whilst ensuring good coverage of the National Curriculum objectives. Progression and development throughout the school is built into schemes of work, reflected in the medium term plan.</td> <td>We have a whole wealth of different instruments for children to experiment with and explore different ways of making music. There are opportunities to take part in workshops and assemblies to experience the music of different cultures. A range of extracurricular activities give children the opportunity to sing and perform in ensembles alongside children from other schools.</td> </tr> </tbody> </table>	Resources and Equipment	Planning	Environment	We are resourced with a music room, which contains: a piano; drum kits - traditional and electronic; classroom percussion instruments - tuned and un-tuned; a classroom set of African drums; steel pans; keyboards; and a selection of orchestral instruments. There is also a piano in each of the 2 school halls. We have a specialist music teacher to deliver the curriculum and individual instrumental lessons are available from peripatetic staff.	Planning uses subject specific vocabulary alongside materials from the Charanga Scheme of Work, the BBC 10 pieces program, the Royal Opera House Create and Sing program and various other resources to provide variety and enrichment, whilst ensuring good coverage of the National Curriculum objectives. Progression and development throughout the school is built into schemes of work, reflected in the medium term plan.
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Impact	Quality of Education	Behaviour and Attitudes	Personal Development				
	The curriculum and delivery of music is focused on <i>our</i> children in order to help them think and act musically, to make progress in and through music. We are striving to give the children a holistic experience of music: To progress in skills and experience; to ‘have a go’ but also to be able to listen and appraise using musical vocabulary, with an awareness of the inter-related dimensions of music. Musical experience is part of an on-going process which gradually becomes developed and refined over a period of time.	Children are encouraged to fully participate in the musical learning. They are highly engaged and willing to ‘have a go’, thus building up self-esteem and resilience and the feeling that, “We can all achieve in music!” Children look forward to music and enjoy their lessons. They anticipate and enjoy the weekly warm-up routines.	Pupils experience music in many aspects of their lives - at school we aim to build on this. We follow the National Curriculum for Music, working at levels appropriate to their ability. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description. Instrumental lessons are offered to all, no matter what the financial situation. We encourage learning through participation and working together to create an ensemble. Building teamwork and self-esteem. We make the most of all opportunities to link music to culture, time and place, thus maximising cultural capital.				
Monitoring	Conversations with Pupils	Planning Scrutiny	Teaching and Learning Observations				

