



THE
WESTCLIFFE
FEDERATION

KINNERLEY C.E PRIMARY SCHOOL MUSIC INTENT



Our knowledge and skills rich curriculum builds from the Early Learning Goals in the EYFS statutory framework and Development Matters to the National Curriculum Objectives for Y1-6. The curriculum makes links with the wider world, advancing the Spiritual, Moral, Social and Cultural development of our learners and growing their understanding of British Values. Our curriculum is delivered as part of cohesive units of work, promoting the School Motto '**Dream, Believe, Aspire, Achieve**' and underpinned by our school vision:

To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of our children, equipping them to find their own special place in society and the world. We are inspired by the Bible verse, Philippians 4v8, which encourages us to think and strive for the good, 'Whatever is true...noble...honest...just.... think on these things.'

EYFS MUSIC LINKS

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for Music within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Two and Three and Three and Four-Year-Olds and Reception to match the programme of study for Music. The most relevant statements for Music are taken from the following area of learning: • Communication and Language • Physical Development • Expressive Arts and Design

Two and Three year olds	Communication and Language	<ul style="list-style-type: none">• Listen to simple stories and understand what is happening, with the help of the pictures.
	Physical Development	<ul style="list-style-type: none">• Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.• Clap and stamp to music.
	Expressive Arts and Design	<ul style="list-style-type: none">• Join in with songs and rhymes, making some sounds.• Make rhythmical and repetitive sounds.• Explore a range of sound makers and instruments and play them in different ways.• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Three and Four Year olds	Communication and Language	<ul style="list-style-type: none">• Sing a large repertoire of songs.
	Physical Development	<ul style="list-style-type: none">• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none">• Listen with increased attention to sounds.• Respond to what they have heard, expressing their thoughts and feelings.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.

Reception	Communication and Language		<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

LEVEL EXPECTED AT THE END KEY STAGE 1/ KEY STAGE 2

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes; • play tuned and untuned instruments musically; • listen with concentration and understanding to a range of high-quality live and recorded music; • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music.

Intent

Music is a universal language that embodies one of the highest forms of creativity. We want our high-quality music education to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, we want them to develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Our aims are that they -

- ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We want our Music to be an enjoyable experience for pupils and teachers. We are fully on board with the premise from the National Plan for Music Education June 2022 that Music has the power to change lives. We want our pupils to participate in a wide range of musical experiences, whilst building up their confidence. We want them to experience a high-quality music curriculum involving exploring sounds, rhythm, pitch, beat, composition, structure and performance, developing their understanding as well as learning technical vocabulary for these elements. As pupils' confidence build, they will enjoy the performance aspect of music. Pupils will experience listening to music from different cultures and eras. Pupils will have access to three strands of music – curriculum music, musical events and opportunities, and instrumental and vocal lessons and ensembles.



Implementation

Music will be taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in Maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Pupils will also have regular opportunities to show case their talents and inspire others in assemblies. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

The discrete lessons will be supported by the Music Express online lessons. Because of mixed age classes the scheme of work will incorporate units from different year groups whilst paying attention to the progression of skills from each area within that. Units for FS-Y4 are shorter – around 3 lessons long. Y5 and 6 units are longer at 6 lessons long. SEND units, song banks and instrument lessons are available.



Impact The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music will develop wellbeing, promote listening and develop concentration. Music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Assessment records will be kept to record pupils who are 'working towards/working at and working beyond the lesson objectives and the key national curriculum areas covered.