



Music

Intent

The intent for music is based on our curriculum driver: Be Brave. This driver underpins our approach to learning by providing opportunities for all our children to challenge themselves, take risks and build resilience. We will offer a range of engaging and intellectually stimulating activities and experiences through a key concept approach, which will lead to changes being made to the children's long-term memory. Our intent is that pupils:

- Explore, enjoy and have appreciation for a range of music from different genres, styles, historical periods and traditions.
- Share their own thoughts, opinions and feelings to evaluate different pieces of music
- Work both individually and as part of a group to create and compose their own music using their body, voice and musical instruments
- Understand and explore ways that music is created, produced and communicated
- Understand and use musical language appropriately to describe music created by themselves and others
- Have opportunities to play a variety of musical instruments
- Have opportunities to take part in performances
- Have opportunities to use their voices expressively and creatively by singing songs each week

Implementation

In Foundation 2, we follow the EYFS Statutory Framework and we introduce the subject of music through the specific area 'Expressive Arts and Design'. In Key Stage 1, we follow the National Curriculum. We have split our academic year into three terms: autumn, spring and summer. For each term we have assigned a key concept. Our key concepts are ways of working that are fundamental to music. For music these are:

- Autumn term: To understand how music is created.
- Spring term: To explore using sounds.

- Summer term: To create, compose and perform.

Each term the music curriculum is delivered through these key concepts, allowing all the subject content to be covered three times during the academic year, and six times over the key stage. Our key concepts have been carefully sequenced to enable the children to remember more and know more. Children will first learn 'to understand how music is created' so that they can develop an understanding of what music is and how it can be made and adapted. This may include changing the speed and volume of music. Once the children are familiar with this, they can then begin 'to explore using sounds to further develop their musical skills and understanding of key terminology, including tempo, dynamics and pitch. At this point children can apply what they have learnt to purposefully 'create, compose and perform'.

Longitudinal learning is a fundamental part of the learning in music and underpins every lesson. It is incorporated into each music lesson and is supported by regular routines and activities. The longitudinal learning in music is, 'to listen and appraise.'

At the start of each session, the children do a WIS Quiz which recaps on all the previous learning in music. The quality of teaching and learning in music is monitored and moderated throughout the year. Lessons are designed to promote collaborative and active learning using practical and meaningful experiences to enable opportunities for all children to succeed.

Impact

All children will be exposed to high quality teaching and learning that contributes to deep learning and changes being made to their long-term memory. We assess this against the music knowledge progression framework we have created for our school. As a school, we understand that deep learning takes place when knowledge and skills are revisited regularly. The children will be given the opportunity to apply their existing knowledge and skills. New learning will be taught all the time whilst revisiting prior learning. In this way, learning will take place over an entire Key Stage, enabling the children to revisit learning regularly whilst adding new ideas, knowledge and skills. By the end of their time at Woodthorpe Infant School, our children will have developed skills needed to be a musician and understand how they can apply these in Key Stage 2 and in future careers.

Music and SEND

For pupils with SEND, adaptations may be made in music which are based on the child's individual needs. We ensure that pupils with SEND are appropriately challenged in music by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for pupils with SEND.
- Understanding that, for pupils with more complex SEND needs, it may be appropriate to have different curriculum expectations.