



Subject Leader Position Statement

Subject Music

Date September 2022

Intent

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. At Bradley Primary School, we believe that all children have an entitlement to a broad and balanced music curriculum. We recognise the place that music has for developing expression and creativity through enjoyment. We also recognise the role that music has in raising self-esteem and promoting understanding of different cultures and traditions. As an integral part of culture, past and present, it helps people understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen to and appreciate a wide variety of music and make judgements about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness.

At Bradley Primary School, we aim to develop an understanding of the interrelated dimensions of music, developing practical skills and enabling children to respond and communicate musical ideas, thoughts and feelings. Opportunity is also given to develop an awareness of musical traditions, styles and cultures. Our spiral music curriculum focuses on spaced learning, with the children referring to and building on existing skills and knowledge in order to make progress as they move through each year group. We aim to further develop cultural capital by providing enrichment opportunities, including enabling the children to experience live music performances in and out of school.

Rationale

The music curriculum ensures children sing, listen, play, perform and evaluate. Through the musical program *Charanga*, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. The scheme covers all the requirements of the National Curriculum for Music and the EYFS Curriculum.



Implementation

Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The interrelated dimensions of music are taught in lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, children learn how to play a variety of percussion instruments. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of the interrelated dimensions of music without the added complexity of an instrument.

Support Available

CPD will be offered to staff where needed, this may be a course to attend, an online CPD programme to take part in or the subject leader delivering training to the rest of the staff.

Assessment

Teachers continuously assess children's progress in music in order to identify future learning needs and provide additional support or challenge where required.

Children and teachers reflect on learning at the end of each unit of work, using the *Charanga* knowledge organisers as a guide. At the end of each academic year, teachers report if children are working at, above or below the expected standard. This data is analysed by the subject leader.