



Curriculum Intent, Implementation and Impact Statement

Our Intent

- To provide a rich, varied and purposeful Music curriculum which has its roots based on our school values of **Hope, Courage, Love, Perseverance and Friendship**, our Vision and Mission statements and underpinned by our Christian faith.
- To deliver an ambitious, aspirational Music curriculum which is well planned, child led and the meets the needs of all our pupils
- To provide an engaging Music curriculum which is planned following the Charanga Scheme of work, allowing children to build on previous learning and securing firm foundations for a possibly future in the music industry
- To promote a Growth Mindset in all of our learners, focusing on their musical abilities
- To give purpose and meaning to their Music education
- To promote a sense of community for the children, parents, Church and the wider community through conducting performances at nativities, nursing homes, competitions, performances from the Wider Opportunities programme and services conducted at Church
- To develop children's musical abilities and encourage them to aspire to become musicians

Implementation

- Music teaching at St James' delivers the requirements of the National Curriculum through use of the Charanga scheme of work. Teachers follow the suggested scheme of work, although adaptations can be made using the 'freestyle' element of the package to substitute units deemed to be more appropriate for thematic learning in other curriculum areas.
- Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.
- Each unit of work has an ongoing musical learning focus and lessons usually follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing instruments
- Improvisation / Composition
- Perform and Shares

- Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

- Performance is at the heart of musical teaching and learning at St James'. Children participate in a range of performances during their school 'career'. These include nativities (KS1), Carol Services in Church (Year 3-6), Easter performances (Years 3/4).
 - Children also take part in Harvest assemblies and singing assemblies.
 - Parents are invited and welcomed to watch all of these performances whether at school or outside of school.
 - Teachers will have good subject knowledge of the Scheme of work-Charanga and all of the features contained within the website. This will be supported to maintain and improve this knowledge through training, observing best practice and undertaking relevant research
 - Music will be taught discretely, but teachers will make links to other areas of the curriculum when appropriate
 - Music subject leader will provide colleagues with support for planning, resourcing and teaching
 - Music subject Leader will take part in regular Network meetings and training to keep abreast of any updates, changes or developments in their subjects and disseminate them to staff
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- Music subject Leaders will drive their subjects forward through analysis of assessment, regular monitoring, feedback from staff and pupils and personal research.
 - Learning within Music lessons will be child led and teachers will facilitate
 - The teaching of key Musical vocabulary will be a primary feature
 - Children will have the opportunity to 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
 - Children will have opportunities to 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
 - Children will have the opportunity to 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.



Impact

The impact of our curriculum is evaluated through end of year assessments and Government tests; through Governor meetings; visits and through our own monitoring of teaching, learning and pupil voice.

- The Music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.
- The impact of our Music curriculum is measured through the following methods:
 - Pupil discussions and interviewing the pupils about their learning (pupil voice).
 - Governor monitoring with our subject music link governor. CHECK
 - Annual reporting and tracking of standards across the curriculum.
 - Photo and video evidence of the pupils practical learning.
 - Use of the assessment tools provided within the Charanga scheme.
 - Dedicated music leader time.
- All children make excellent progress by developing musical knowledge and skills on their journey through school. This is demonstrated through outcomes from Teacher Assessments and Curriculum Assessments.
- Through our Christian beliefs and values, we instil the importance perseverance and having a Growth Mindset, being inclusive and respectful to all, to challenge ourselves, have courage to take risks and move out of our comfort zones, make mistakes and learn from them, to keep safe and to be ambitious and aspirational.
- Children with SEND achieve the best possible outcomes and are monitored through Governors and in school