




*Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error.*

*(Plato)*

INTENT
<p style="text-align: center;"><b><i>Our ambition is simple!</i></b></p> <p><b><i>For ALL children...</i></b></p> <ul style="list-style-type: none"> <li> <i>To develop a love of and a passion for music.</i></li> <li> <i>To have a broad range of musical experiences to support future decision making.</i></li> <li> <i>To acquire the basic skills and knowledge to support them on their musical journey.</i></li> </ul> <p style="text-align: center;"><b><i>WHY?</i></b></p> <p><i>Music can...</i></p> <ul style="list-style-type: none"> <li>✓ <i>Support children in being active and therefore healthier</i></li> <li>✓ <i>Relieve stress</i></li> <li>✓ <i>Help to develop social skills and a sense of community and togetherness.</i></li> <li>✓ <i>Be empowering and can create a sense of wellbeing and positivity.</i></li> <li>✓ <i>Support development of children's mathematical and language skills</i></li> <li>✓ <i>Help to develop children's listening skills</i></li> <li>✓ <i>Stimulate children's brain connections and help to deepen understanding in other areas of learning.</i></li> </ul> <p><b>Music has no barriers and can reach across social, cultural and global boundaries.</b></p> <p><b>Music is non-judgmental.</b></p> <p><b>There is no right or wrong, it just is what it is.</b></p> <p><b>Listening to and playing different types of music nurtures self-esteem and encourages creativity, self-confidence and curiosity.</b></p>
IMPLEMENTATION
<p><b><u>OPPORTUNITIES FOR ALL</u></b></p> <ul style="list-style-type: none"> <li>✓ A Skills &amp; Knowledge <b>Progression Map</b> forms the basis of our music curriculum, with identified learning from EYFS through to Y6. This focuses on four key areas: <b>Composing, Listening, Performing, Knowledge &amp; Understanding.</b></li> <li>✓ This is supported by '<b>Musical Elements – Progression Over Time</b>' which focuses on activities that support embedding understanding over time.</li> <li>✓ Development of musical elements is achieved primarily through tuned and un-tuned percussion: djembe drumming and boom whackers. Other instruments are also incorporated to help wider children's skills and knowledge: hand bells, triangles, cymbals, xylophones.</li> </ul>

- ✓ During the Spring Term, we enjoy a whole school focus on Music. This ensures that staff and children have the time to focus, in depth, on musical elements and experiences to support deeper learning.

### **Music is also taught throughout the year.**

- ✓ Regular Key Stage singing sessions embed understanding of musical elements and utilise basic percussion skills and knowledge.
- ✓ **Year Two** children enjoy a weekly lesson learning to play **Pea Buzzers**.
- ✓ **Year Three** children enjoy a weekly lesson learning how to play the **violin**.
- ✓ **Year Five** children enjoy a weekly learning to play a **brass instrument**.
- ✓ These lessons form part of our whole school provision for music and do not rely on parent funding. These lessons continue for one year with the opportunity for children to continue their learning individually or in small groups, if they wish.
- ✓ These lessons are conducted by experienced music teachers, who also work together with the school to support continued provision across all year groups.

### **ADDITIONAL OPPORTUNITIES**

Some children express a desire to continue their learning at a deeper level, through individual or group lessons.

Opportunities for these children include:

- Weekly band practice – **ROCK STEADY**
- Individual/small group violin lessons.
- Individual/small group brass lessons.
- Individual/small group percussion/drumming lessons.
- Y3 Guitar Group lessons.
- Whole School Choir from EYFS to Y6.

Opportunities are also provided for children to perform to a wider audience. Concerts are a regular part of the school calendar:

- ✚ Rock Steady termly concerts.
- ✚ Summer Music Festival
- ✚ Fox Valley Music Festival
- ✚ Chapeltown Library Venue
- ✚ Young Voices

### **IMPACT**

Impact is monitored in a variety of different ways.

- ✚ Bi-annual Deep Dive - carried out by the subject team, resulting in full report presented to Governors.
- ✚ Bi-annual Light Touch Review – subject lead and deputy subject lead. Review of the action plan and lesson observations.
- ✚ Pupil Voice
- ✚ Teacher Voice
- ✚ Parent feedback

***Music has a power of forming the character and should therefore be introduced into the education of the young.***

***(Aristotle)***