**Music**

**Intent**

At Keelby Primary Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children’s ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Also, we teach the children how to work with others to compose music and perform for an audience.

**Implementation**

Leaders have carefully selected the knowledge and skills children at Keelby require to fulfil the aims of the subject. Teachers and staff use the Charanga scheme of work which offers a topic-based approach to support children’s learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others’ music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. The children at Keelby also take part in a weekly singing assembly where they explore a variety of different songs and styles. Key Stage 2 children also take part in Choir activities and performances both in and outside of school. In particular, annual performances are undertaken at the Caistor Christmas Market and the local churches as part of our whole school and community celebrations at Christmas time.

The aims of our Music curriculum are to develop pupils who:

* Can sing and use their voices.
* Create and compose music on their own and with others.
* Use technology appropriately.
* Progress to the next level of musical excellence.
* Have opportunities to learn a musical instrument.
* Understand and explore how music is created, produced and communicated.
* Understand the work of great composers and musicians.
* Enjoy and have an appreciation for music.
* Use musical language.
* Make judgements about the quality of music.
* Have opportunities to play a wide variety of instruments.
* Take part in performances.
* Perform and share a range of musical styles.
* Listen, review and evaluate music across a range of historical periods, genres, styles and traditions.
* Have opportunities to study a range of musical styles and genres, e.g. Jazz, Hip Hop, Pop, Rock etc.

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 music teaching. Pupils are offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by the Local Education Authority’s Music for Life, where lessons are provided weekly for a small set fee paid by the child’s parent or carer.

**Impact**

Our music Curriculum is high quality, well thought out and 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 like in other subjects, discreet 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.

We measure the impact of our curriculum through the following methods:

* Pupil discussions and interviewing the pupils about their learning (pupil voice)
* Moderation staff meetings with opportunities for dialogue between teachers.
* Annual reporting and tracking of standards across the curriculum.
* Photo evidence and images of the pupils’ practical learning.
* Video analysis through recording of performance in lessons.
* A reflection on standards achieved against the planned outcomes.
* Dedicated music leader time.