



Music Intent, Implementation and Impact



 Purpose & Pride	We take pride in providing a broad, balanced Music curriculum, which ensures the progressive development of knowledge, skills and vocabulary in line with the National Curriculum. Our Music curriculum allows children to gain a firm understanding of what music is through listening and appraising, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
 Respect	Our Music curriculum teaches the children to listen and to appreciate different forms of music across different time periods, cultures and traditions. This supports children to understand the cultural capital of being open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today. This also teaches them to respect other cultures and beliefs from around the world.
 Enjoyment	Our aim is to give the children access to a fun and engaging Music curriculum that they not only enjoy, but reflects the world they live in now. To achieve this, all children access a variety of musical games, songs, instruments, music workshops, and extra - curricular activities giving them practical hands-on experience. Singing is fun, as well as cognitively beneficial and allows learning to be deeply embedded into our long-term memory and therefore we do this as much as possible, across the curriculum!
 Achieve & Aspire	Our Music education is fully inclusive to every child ensuring progressive development and for all children to develop a love for Music. We aim to inspire children to become a musician, composer or performer. ‘Music is a universal language that embodies one of the highest forms of creativity’ (The National Curriculum)
 Community	Through our Music curriculum, we aim to make strong links with our local communities of Coney Hill and Gloucester - through events such as Harvest Festival, Christmas Concerts, Christingle Services and Carol Singing. We work to link with local secondary schools, which enables our children to access specialist resources, enhances the delivery of our Music curriculum and prepares them for their next step in education, as well as experience live music and performances.
 Health & Well-being	We encourage children to become independent learners in music, reflect upon their learning and develop resilience within the musical world. Through a singing culture in school which is nurtured – children and adults in the school are encouraged to sing whenever appropriate to aid well-being and health, alongside developing their musical outcomes.

Implementation

Big Picture

- We strive for the highest quality of planning and teaching, which covers the National Curriculum for Music.
- Teachers plan effectively using Charanga (a music scheme).
- Where appropriate, Music will fit into themes or be taught discretely.
- Learning should be active and inquisitive, using reasoning skills.
- We will use the term Music when we are teaching Music lessons.
- Teachers map out the learning using our Hiller Music Graduate Document to allow them in their planning, using a “Mapping of Key Skills” document and Charanga plans.
- Cross-curricular links are used wherever possible, including Literacy, Reading and computing by singing songs throughout the curriculum.
- Mini plenaries will be used throughout lessons to gain pupil voice and understanding, to shape lessons.
- Children’s learning (including photo and video evidence) is recorded in each class’s floor book, three times throughout the term (as a minimum). In our floor book we also record any cultural capital experiences our children have. This will then inform our impact assessment at the end of each term.
- Music is also covered in other areas of our curriculum, such as: whole school theme weeks, house events, assemblies, to support other subjects such as History / Geography / Science in addition to music appreciation time at the end of the day.
- Reactive Music: developing knowledge and awareness of the world around them, setting them up to be responsible global citizens, we will keep children up to date with major Music world events and also acknowledge key anniversaries and dates from the past.
- Whole class tuition: Every year we ensure that at least one class can experience whole class tuition provided by our local Music Hub to learn an instrument, following which the children can continue having lessons for in school with peripatetic teachers.
- Cultural capital: wherever possible we will take our children out to museums, places of musical interest and local sites; as well as having special visitors and peripatetic teachers in school.

In every music session children will have the chance to:

- Listen and appraise, explore/create/play games, improvise, sing, share, perform, play instruments and evaluate.

Our Learners

- We aim to cultivate independent thinkers; they use enquiry based learning through HOT questions, POP quizzes, knowledge organisers and “rapid recall time” at the start of each lesson.
- Learning is inclusive; lessons are differentiated appropriately by task, as well as by outcome.
- Learning is enhanced through real examples of famous music, as well as through use of our local area and educational visits.

Learning Environment

During a Music lesson, the classroom environment will be rich in evidence of:

- Progressive, key vocabulary will be displayed and referred to.

Impact

The Hiller Musician has an appreciation for different styles of music, a love of singing and will leave us equipped with a range of skills to enable them to succeed in their next step, and to be able to enjoy and appreciate music throughout their lives.

We aim for our children to be:

- confident performers, composers and listeners and will be able to express

- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

Coverage, progress and attainment in line with Charanga, is closely monitored by the subject leader and fed back to senior leadership team. Monitoring will include: floor book looks, learning walks, gathering evidence of good practice, pupil voice interviews and analysis of assessment data.

The findings of this monitoring will be used to inform next steps for the children and the implementation of Music across the school as a whole.