

Intent Statement for Music in Padbury CE School

Aims and purposes of Music

Music holds an important role in the ever-changing world as a global universal language. It is central to the human experience as a way of communicating and expressing a multitude of emotions and life-events. Music connects communities, tells stories, and preserves the history of the world in the embodiment of song. Teaching of Music at Padbury inspires creativity, self-expression and encourages our children on their musical journeys, as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles and composers, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

Music offer opportunities to:

- sing and use their voices individually and in a group
- create and compose music on their own and with others
- have opportunities to learn a musical instrument
- understand and explore how music is created, produced and communicated
- listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- use and understand musical language and include musical features in their own work
- make judgements about the quality of music
- have opportunities to play a wide variety of instruments
- have different opportunities to take part in performances

Content of music at key stages 1 and 2

By the end of each key stage, pupils at Padbury are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Building on children's earlier experiences

Before embarking on key stage 1 work, many children will have started in reception and attended Pre School where they will have had opportunities to find out and learn about the world they live in. These experiences are likely to have included:

- exploring well-known nursery rhymes and traditional songs that would be learnt from heart;
- being stimulated to think about and respond to what they can hear, and how different types of music make them feel;
- engaging creatively with the songs they have learnt, to adapt these and make their own music (in a simple form)
- make use of household objects, or basic percussion instruments, to make their own music, either individually or as part of a small group;



- children may have been given opportunities to make their own instruments using scrap materials or everyday objects (such as saucepans and yoghurt pots).

This intent aims to build on these early experiences.

Key stage 1

During key stage 1, music is about developing children's musical creativity, as well as introducing them to key concepts such as pulse, rhythm, tempo and dynamics. The children have opportunities to explore composition, making changes to songs they already know well.

Pupils should be taught:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

Wider impact of music education

Language and communication

Children develop language skills by:

- learning the varied vocabulary of music, and understanding that many of the roots of the language used in music stem from Latin or Italian words;
- discussing the music they are listening to, reflecting on what their opinions are to their peers;
- discussing their work with other students in the class;
- applying new vocabulary they have learnt to their own pieces of work to mark dynamics and other features of musical notation.



Values and attitudes

Children have opportunities in music to:

- consider their own attitudes and values in relation to songs and composers and learn to challenge assumptions, stereotypes and prejudice in musical forms;
- develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise;
- work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group;
- develop a respect for the instruments and resources that they use in their work and learn to evaluate critically their own and others' use of these;
- value the natural and made environment of music, including the distinctiveness of their locality, and learn to evaluate critically the role and function of music within it.

SMSC

Spiritual Development:

Pupils show a sense of enjoyment and fascination in learning about themselves, others and the world around them; use their imagination and creativity and reflect on their experiences. In Music they:

- explore creativity as part of what animates and defines us;
- develop an awareness of the power of music and use this to express and reflect on their own thoughts and feelings;
- explore ideas, feelings and meaning in works of music and express themselves through their own work;
- explore the creative process as part of our expression of identity and recognise their own creativity in finding solutions to problems in their compositional works.

Moral Development:

Pupils understand the consequences of behaviour and actions; offer reasoned views about moral and ethical issues in music and appreciate the viewpoints of others on these issues. In music this involves:

- exploring how music can express choices, consequences and responsibility;
- represent or consider moral issues in their music work;
- consider the effect of music on the environment and quality of life.

Social development:

Pupils use social skills in different contexts and participate in a variety of social settings, including mutual respect, tolerance of those with different beliefs; participate fully in and contribute positively to life in modern Britain. In Music this helps:

- Develop respect for the ideas and opinions of others and work collaboratively on music projects;
- recognise the need to consider the views of others when discussing composition ideas to develop a sense of social cohesion;
- consider the social impact of music on quality of life through, for example, looking at live music concerts and experiencing music around them.

Cultural development:



Pupils develop an appreciation of and respond positively to a range of music and other cultural opportunities; understand and appreciate the range of different cultures & heritages within school and further afield as an essential element of their preparation for life. In Music this encourages pupils to:

- understand the ideas behind music in differing cultural contexts;
- consider how different cultural values both influence and are expressed by the arts;
- reflect on the contribution of differing cultures to the history of music;
- recognise how music influences and reflects the way people think and feel.

Expectations

Progression in music is shown through the different expectations at each key stage. The following expectations are based on the national curriculum outcomes for 7-year olds being the expectation for the majority of children at the end of key stage 1 and age-related expectations being the expectation for the majority of children at the end of key stage 2.

By the end of year 2, most children will attain the age-related expectations and will be able to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

By the end of year 6, most children will attain the age-related expectations and will be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Implementation

Music is taught as a discrete subject by music specialists in weekly lessons, but also across the curriculum through various cross-curricular topics, and special events through the year (Harvest, Mother's and Father's Day etc.). Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly 'Music and Song' assembly allows the children opportunities to listen and respond to a wide range of music (with a contextual history included), as well as develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas nativities and end of year shows, as well as the various church services throughout the year, demonstrate that music is important to the life of



the school. Extracurricular activities, such as peripatetic music lessons, also provide children with experience of making music.

Please see the 'Music Progression' document for more specific information on Key Skills progression in Music.

Impact

Participation in music develops well-being, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

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

- observing of pupils in lessons;
- observations of performances in small groups or individuals;
- listening to pupil feedback from observing others
- listening to pupils' reflections of own abilities
- SLT Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum to parents.
- Subject tracking. Music specialists report back to class teachers on the competencies achieved within each unit covered.

Safeguarding

Safety is paramount in all lessons and where the children are using technology to support the learning in Music, the safeguarding principles are applied. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that may appear despite the filters and precautions taken. We have ensured our child protection policies cover the use of technology by adults and children within the school.

The school complies with

- Inspecting Safeguarding in early years, education and skills settings

Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

Special Educational Needs and Equality

Lesson plans are to be differentiated to ensure equality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential.

Padbury CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching PE, staff will make reasonable adjustments to promote equality of opportunity for disabled and nondisabled pupils. This could include;



- allocating adult support
- providing additional, specific support equipment
- adapting existing equipment
- providing additional aids such as photographs, Makaton symbols, concept boards
- modifying tasks where appropriate
- See also 'SEN Policy'.

