



# Music: Intent, Implementation & Impact Statement

This document outlines: the intent and rationale behind the Music curriculum, how to deliver it and how to measure pupil progress.

## INTENT

### **School Curriculum Intent:**

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

At Burbage C of E Infant School, our aim is to provide high quality music education to all, which brings pupils together in a collaborative and celebratory way. We want children to feel inspired and form a love of music that they will continue to develop and enjoy. We want every child to have the opportunity to sing, perform, compose, listen and appraise – enabling them to realise their individual creative potential.

We use Charanga Musical School's original scheme of work as this aims to enable children to understand musical concepts through a repetition-based approach to learning. By learning the same musical concepts throughout different musical activities, children are provided with a more secure, deeper understanding and mastery of musical skills. This scheme of work provides children with an integrated, practical, exploratory and child-led approach to musical learning.



Loving

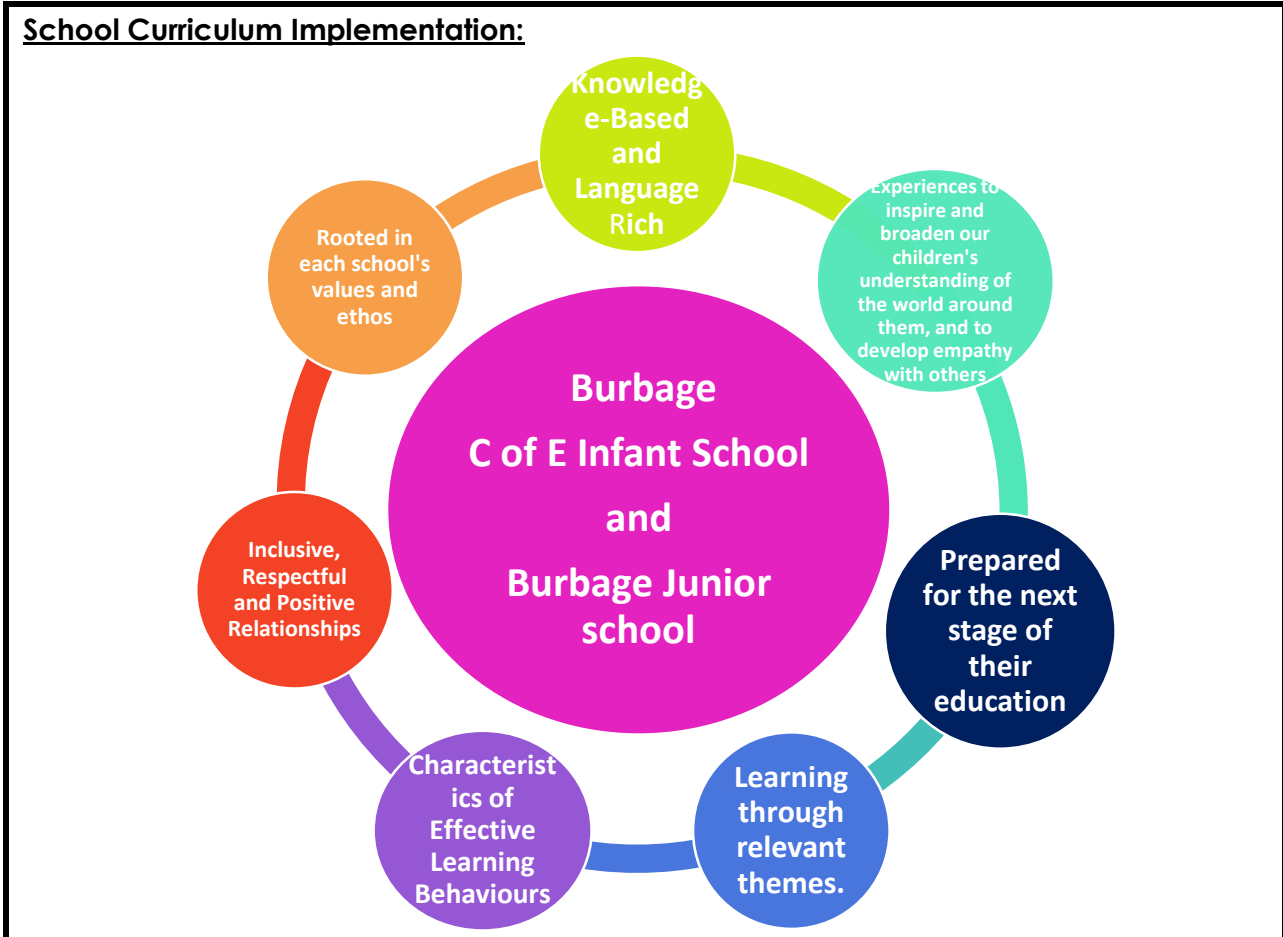


Living



Learning

## IMPLEMENTATION



At Burbage C of E Infant School, music is taught weekly, with each unit comprising of 6 steps. This focus-based approach supports teachers in engaging our young learners with music. Lessons are 'hands-on' and incorporate movement elements. Each lesson includes a variety of adult and child-led activities delivered through planning and play. Each unit of work is combined with a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Over the course of this scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, pulse, rhythm, tempo, dynamics, timbre, texture, structure and notation – and use these in their own improvisations and compositions. These dimensions are at the centre of all the learning.

This scheme of work includes strands of musical learning which correspond with the national curriculum for music:



- Listening and Appraise
- Musical activities (including singing, playing instruments, improvisation and composition)
- Performing


The Charanga scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing simple tasks better. This mastery approach to learning provides our children with a deeper understanding of musical skills.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Charanga has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard. Activity manuals provide staff with the knowledge, understanding and support needed when preparing and delivering music lessons. Further CPD opportunities can also be found via the Charanga Muscial School website.

With our goal to continue to raise the profile of music, singing forms a huge part of our school life. Regular singing opportunities are provided for children in classrooms, and during collective worship time. Our school choir allows children to express themselves through song and movement. School productions (for example the Nativity and class assemblies) allow children with opportunities to perform to parents/carers.

## IMPACT

<p><b>School Curriculum Impact:</b></p> 	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

After the implementation of Charanga Muscial School, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and be able to enjoy and appreciate music throughout their lives.



The expected impact of following the Charanga Musical School scheme of work is that children will:

- be confident performers, composers and listeners and will be able to express themselves musically at and beyond school;
- 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.