



# Draycott & Rodney Stoke C of E First School

Together, We Flourish and Grow



## Music

### Intent, Implementation and Impact statement

#### Intent

We recognise that music can be seen as a universal language and embodies one of the highest forms of creativity. We believe that a good music education should engage and inspire pupils to develop a life-long love of music and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, which will allow them to compose and listen with discrimination to the best musical canon.

Our aims in teaching music includes the opportunities for all pupils to;

- Enjoy, perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of music excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- We foster a love of music within the school by giving all our children opportunities to listen to and perform music.

Our school values, Respect, Trust, Courage, Kindness, Thankfulness and Community are all woven into our musical curriculum and children are explicitly reminded of them during sessions.

## Implementation

Music is taught in class in discrete lessons, through weekly Singing Collective Worship and every child in year 3 and 4 is given the opportunity to learn an instrument.

We use the Sing Up Music scheme which is designed and written by subject specialists. It sets out the skills, knowledge and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage.

Together, the 80+ units (for nursery to year 6) represent a complete and progressive library of resources that meets the requirements of the National Curriculum for Music, the suggested approaches of the Model Music Curriculum, as well as the Statutory Framework for Early Years Foundation Stage and Music Development Matters.

The lessons are usually 30 minutes for EYFS, 40 minutes for KS1 and 50 minutes for KS2. However, singing is an integral part of the children's school day and songs/rhymes and chants are used at other times of the day such as welcome time in the morning, as a focus activity after a break time, used in transition times such as lining up and are incorporated into other extra-curricular groups and clubs, like after school club.

Pupils at Draycott & Rodney Stoke participate in a range of performances during their school journey. They take part in Harvest, Christmas and Easter church services, have a weekly singing collective worship and singing is now a feature in our daily collective worships. We also have close links with the local residential care home who we visit to perform to the residents, and they attend church for special events. Our recorder club perform to their parents and the school at the end of each teaching unit. They are following the teaching recorder scheme through Sing Up and is led by the music lead.

Parents are also now being encouraged to join in and share their children's music learning through our student access area on Sing Up where children can access songs and resources to learn and join in with at home with their families. The recorder group can also access support materials through the student access area to enable them to practise their instrument at home.

## Impact

The impact of our music curriculum can be seen through:

- The enthusiasm and confidence children demonstrate in their singing and performances and the progress they make over time.
- Photo and video evidence to assess pupils progression using the Sing Up snapshot activities in September, February and June.
- Obtaining pupil voice through pupil discussions and interviewing about their music learning.

- Attendance and feedback from parents from performances and interaction with the student access area on Sing Up.
- Observation, learning walks and creating CPD opportunities by the music lead.
- Children's wellbeing, listening and concentration skills and the school communities love and appreciation of music.