

Intent

The teaching and learning of Music at Brentry Primary school helps us achieve our school Mission. It impacts directly on the areas of **Achievement**, **Responsibility**, **Enjoyment** and **Health**, promoting a love of active music making across a broadened curriculum.

Our intent is to build a music curriculum, which develops learning and results in the acquisition of knowledge, skills and improved well-being. Music is a skills based subject and must be engaged with and taught practically.

Music is promoted as a valued part of the curriculum and we encourage pupils and staff to celebrate the joy of music. Children participate in a variety of practical musical experiences, learning to respect and work with others, through which we aim to build up their confidence and resilience. We want to foster a passion for music in children of all abilities, giving them the opportunity to become real musicians.

Implementation

We follow the National Curriculum, using Sing Up as the scheme of work, which addresses the learning objectives and outcomes of the QCA On-going Skills unit and provides for gradual progression. In addition, we use Bristol Plays Music resources (e.g. Minute of Listening, Musical Moments, Rhythm Cards). Teaching is taught by class teachers. In the Foundation Stage this is taught weekly. In Key Stage 1 and Key Stage 2, music lessons are taught over three terms, each academic year.

Teaching ensures that listening, and applying knowledge and understanding, are developed through the skills of performing,

composing and appraising. We deliver engaging lessons covering the different inter-related elements of music (pitch, duration, dynamics, tempo, timbre, texture, structure), and develop a good understanding of how music has changed throughout history.

We provide a wide range of music from different cultures and times, so that this may foster a better multi-cultural understanding and enhance cross-curricular links. Building musical knowledge and Cultural Capital is vital for effective outcomes: to ensure this, our repertoire choices are varied, covering different genres (e.g. Western Classical, World Music, Pop and Folk) by different artists and from different time periods.

Planning is sequenced so that new knowledge and skills build on what has been taught before. We recognise that there are children of widely different musical abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Children have the opportunity to participate in assemblies, concerts, productions and workshops involving visiting artists. Peripatetic teachers come in to school and teach individual instruments to those children who wish to learn.

Impact

Children understand the relevance of what they are learning within music and enjoy their musical experiences within school. They will be able to retain and connect new knowledge with existing knowledge, understand what skills they are building on and discuss their learning with confidence and passion.

Children will achieve age related expectations in music at the end of each cohort year. The impact of teaching is monitored through

formative assessment, questionnaires, pupil conferencing, performances and Progress Tasks.

A high quality music education enables life-long participation in, and enjoyment of music for those who engage in music seriously and for fun. Opportunities for improved well-being and confidence will be increased. Music has an important role to play in children's academic and social development and in improving the ethos of the school.