

Intent - Why?Our vision is for all children to achieve in Music.

*The 'bigger picture' - Music is at the heart of who we are as humans. It forms a big part of our lives as children and also as adults. It can be used for learning and enjoyment. It can also be studied in great depth and appreciated the world over—it is a universal language.*

*We are aiming to impart skills for life in modern Britain, not just in performing music, but understanding and appreciating it. We aim to provide children with the vocabulary so they can 'communicate' about music and through music.*

*Music links to children's interests, and also expands their horizons—creating an awareness of genre and the sheer variety of music.*

*Music links to the 7Cs in many, varied ways— it is a huge form of 'communication' in its performance, but we also should challenge children to talk about a piece of music and respond to it.*

*It is also a skill which requires collaboration—working together in a performance piece or playing different instruments and roles, say in a samba band setting. In turn, Music is about cultural awareness, of understanding a place and its music, from Africa to USA, as well as understanding a time and place, such as 1960s Britain.*

*Music teaches us British values through respect and equality, giving our children a voice and a freedom to express themselves.*

Implementation - How?We establish how the school will set out high-quality music provision.

*Learning is organised on our Long Term Plans and through key learning stages on Kapow, learning age-specific vocabulary, appraising music as well as performing across the key stages. We also link up with the Lincolnshire Music Service, who offer high-quality music provision and provide learning sessions.*

*We use Kapow Music, an engaging cross-curricular primary music scheme. Kapow can be used by non-specialist and specialist music teachers and is fully resourced for teaching curriculum music from Early Years to age 11.*

*Non-negotiables are lessons which are child-centred and give the child a voice, encouraging children to learn and use musical vocabulary, children learning theory which can be then applied to musical performance.*

*We build cultural capital in this subject by encouraging children to listen to different types (genres) of music from pop to gospel to rock to classical and jazz, all through the medium of music.*

*We use a school-approved canon of music, which are pieces of cultural significance. These songs help to give children a well rounded understanding of music and a great experience of what music is out there, by the time they leave school at the end of UKS2.*

Strengths of the subject:

**A new improved set of musical instruments to support lessons.**

**Links to a used and approved music scheme (Music Express)**

Current areas for development:

**Staff confidence and CPD teaching music.**

**Using music 'books' to record learning and skills.**

How are all stakeholders involved in the subject?

*Governors monitor the subject through meetings with the subject leader at the start and towards the end of an academic year to set targets and to evaluate successes and areas for improvement towards the end of the academic year.*

*We raise the profile of the subject in the parent community through posts on Class Dojo, topic newsletters, bridging links with parents through school trips and events.*

How do we assess progress in this subject?

*Continual assessment in lessons (AFL), from using post-it notes to teacher questioning to quizzes. Children are 'caught up' by using recap quizzing, allowing for purple pen (self-editing) time to improve work and correct mistakes? We also promote mistakes through encouraging a growth mindset in school. In addition we promote quizzing from knowledge organisers.*

*Subject leaders attend regular networking meetings to ensure we keep our provision and assessments up to date.*

Impact - So What?

*The end result of this learning is to create well-rounded individuals with lots of specific musical knowledge and skills. Children are prepared for the next stage in their learning and future lives by equipping them with historical investigation skills and a bank of knowledge to help them in Secondary School and beyond. Children accrue special skills and knowledge, such as learning about pulse, tempo, the structure of a song and the different genres of music e.g. classical, reggae, jazz.*