



## Music

At Eastington Primary School, we endeavour to promote the development of the whole child. Together, we strive for children to be independent, life-long learners who are kind, cooperative, resilient, responsible and ambitious in all they do.

Our school values underpin our broad and balanced curriculum. We aim for children to enjoy and engage in the wide range of learning opportunities provided, resulting in confident, well-rounded individuals who are ready for their next steps.

Relationships amongst all members of our school family are highly valued and we have kindness at the heart of our school. We aim to develop children who care for themselves, each other and the wider world and encourage everyone to be the best they can be.

### **Aiming high together to be:**

- Kind - show respect and care
- Cooperative - work well together
- Resilient - keep trying
- Responsible - reflect and learn
- Ambitious - challenge yourself

### **Intent**

At Eastington, we aim for children to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Through this, we hope to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

### **Implementation**

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments and the assemblies we do throughout the year.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. As well as following the National Curriculum guidance for the teaching of music, we also use the musical programme 'Charagnga' to support the teaching and learning of music. In doing so, we aim for children to understand the different principles of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding



when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

The needs of all children are met through the planning and delivery of this subject. This is carried out in a variety of ways, such as: differentiation through outcome/task, adult support, adapted tasks/materials and pre-teaching of skills and vocabulary if necessary.

### **Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose—either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

We believe that by developing these skills we can contribute to the quality of our children's lives, both within and beyond school. We see music as a means of self-expression. The skills that are developed in this subject can be transferred across the curriculum and thus aid learning.