



## **Curriculum Intent – Music**

### **Our Vision**

Lady Royd Primary School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

Our ASPIRE values provide a strong focus on the personal development of every child; encouraging accountability, self-confidence, perseverance, integrity, respect and empathy for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

### **The aims of the curriculum**

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21<sup>st</sup> century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils.
- Provide personalised support for pupils with additional needs.
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

### **Intent**

Music at Lady Royd Primary School engages and inspires children to develop a love of music and inspire their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Children have the opportunity to listen, appraise and play music from a variety of historical periods, genres, styles and traditions; including the works of the great composers and musicians. Children learn to sing and use their voices, create and compose music on their own and with others. They learn musical instruments and use technology appropriately. Our pupils enjoy performing together and to see the link between music and performance across the Arts.

In EYFS, Reception children have access to a range of instruments during provision where they can express themselves and experiment with different sounds. Rhythm and Rhyme, chants and songs are used to support transitions and behaviour.

Throughout Key Stages 1 & 2, children follow the Charanga Music scheme where they have timetabled, weekly lessons. Each unit follows a sequence of learning: listen and appraise, interrelated dimensions of music, singing, playing instruments, improvisation, composition, perform and share. This approach ensures the children get a rich learning experience covering all aspects of music. By exploring a broad range of musical styles students are able to build cultural capital and gain an understanding of social and historical context. This develops not only their musical knowledge but respect and empathy for other cultures.



Children listen to a wide range of different musical genres and develop their composition skills further in Key Stage 2. Children are taught to play flute and saxophone from a specialist music teacher and are given the opportunity to practice and perform with the school choir.

Practical activities in Key Stage 2 build a foundation of theoretical, instrumental and technical musical skills that provide them with the understanding and confidence to take their musicianship further as they progress into Key Stage 3.

### **Implementation**

In EYFS children experience music predominantly within the development area Expressive Arts and Design. Children listen attentively to rhyme and rhythm patterns; repeating clapping patterns and call and response phrases. Children listen and move to different music and songs, talking about them and expressing their feelings and responses. Children sing in a group or on their own, increasingly matching the pitch and following the melody. Children explore and engage in music making and dance, performing solo or in groups within provision using the instruments available.

Throughout Key Stage 1 & 2 the children will increasingly have had opportunities to play and perform using their voices and musical instruments with increased accuracy, fluency, control and expression. They will be to improvise and compose music for a range of purposes and use staff and musical notation accurately. They listen to a range of music from different traditions, genres and from the great composers and musicians. Through these opportunities the children will begin to develop an understanding of musical history.

At Lady Royd inclusion in music means every child has the equal opportunity to participate meaningfully and our teachers understand and mitigate the individual barriers within their classroom through planning adaptations and quality first teaching. Flexible approaches to group and individual teaching mean teachers make musical participation and individual musical success possible for all children.

### **Impact**

All children will have had opportunities to engage with and develop an appreciation for music. They will have learned to play tuned and untuned instruments. Children will have listened to live music through specialist teachers and other experiences such as workshops or concerts.

Children at Lady Royd learn music independently and as part of a group, building resilience and teamwork. Children learn the significance and place of music within the wider world and are excited and inspired.

**Reviewed: May 2024**

**Reviewed by: ASN**

**Next Review: May 2025**