



## Music

### Intent, Implementation and Impact Statement

'A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.' DFE 2014.

#### **Intent**

Music at Widmer End aims to provide children with a range of opportunities to develop knowledge and understanding of music while also fostering an enjoyment and love of the subject.

Our school values of unity, trust, courage, curiosity, respect and kindness are embodied through our teaching of music. As well as learning and progressing their musical skills, children will develop a positive attitude towards music and feel a sense of achievement and pride in their music learning.

At Widmer End, our intent is to enable children to enjoy music as they will learn to create, listen to and review music and, in doing so, become confident in understanding and using key musical skills within these areas. We strive to ensure our music lessons offer the best opportunities for a broad and rich musical experience and for every child to achieve their full potential in music.

When teaching music at Widmer End we aim to:

- Ensure that children develop a love of music by performing and singing and also by hearing music performed and sung during the school day.
- Provide children with a solid understanding of musical knowledge and skills on which they can build and develop their performances.
- Give children who want to further develop their musical education through instrumental tuition the opportunity to do so.

#### **Implementation**

Our music curriculum allows all children at Widmer End take part in high-quality, structured, weekly class music lessons where they are taught how to understand and appraise music and acquire a musical vocabulary to describe what they hear, to learn to sing and to play instruments and to build their confidence in performing; to improvise and compose; taught how to understand the interrelated dimensions of music whilst developing an understanding of the history of music; finally building their confidence and showcasing their skills through performing in front of an audience.

The content of the units follow the 2014 National Curriculum which sets out the programme of study for each stage of the children's education. Widmer End uses an award winning, structured music scheme, 'Charanga', from Reception to Year 6, which features a wide variety of music and different styles from different cultures and time periods, supplemented with live performances.

#### **How the Scheme is structured:**

The scheme offers a 'spiral curriculum' where key learning is repeated from unit to unit and year to year through the engagement of new pieces and songs. As the musical skills and knowledge are repeated, they are reinforced and learning deepens across the breadth of repertoire.

Musicianship is a combination of musical knowledge and a range of skills such as listening, musical knowledge, singing, playing instruments, improvising, composing and performing.

To develop these skills requires repetition across a breadth of repertoire supported by the growth of musical knowledge. All learning, (scope and sequence) has been planned to incrementally build these skills and knowledge. The progression runs through from unit to unit and from year to year with consideration for how students learn, then consolidate and deepen their learning.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- 1) Listening and Appraising – being exposed to a variety of different (recorded) music, and reflecting on this in detail, going well beyond whether or not it appeals to individual children – for example, thinking about the interrelated dimensions of music, the style, the instruments that can be heard.
- 2) Musical Activities
  - a) Warm-up Games (building skills related to the interrelated dimensions of music)
  - b) Singing (focused on one song per unit)
  - c) Learning to play instruments
  - d) Improvisation
  - e) Composition
- 3) Performing

### Teaching and Learning

The teaching of music begins in EYFS where children are introduced to the basic elements of performing music. Children listen to and repeat songs and also begin to understand rhythm by clapping along during these songs.

In Key Stage 1, children build on their musical understanding by being introduced to and using a wider range of musical instruments. They will also begin creating their own musical performances, through either composition or improvisation, as well as performing known music and songs. Key musical terms, such as rhythm and pulse, are also introduced at this point to develop children's understanding of key musical terms and vocabulary.

In Key Stage 2, children use a broader range of musical terminology in their lessons, introducing terms such as pitch and texture and begin to apply these concepts during their performances. Additionally children learn to use and understand simple musical notation.

The key musical skills, learning and vocabulary are revisited unit by unit. These include listening, musical knowledge, singing, playing instruments, improvising, composing and performing.

Knowledge organisers are used to identify and support the development of the key knowledge and skills that the children will be taught at during every unit. This allows the children to reflect on their learning in the unit. Teacher assessment during lessons and review of progression across the unit feeds into planning for future lessons and units.

In addition, throughout their time at Widmer End, children engage in weekly singing assemblies where they have the opportunity to listen to and sing a range of song; peripatetic tutors offer individual and group tutoring to teach children to play instruments such as the guitar, the drums and the piano.

### **Impact**

Through weekly music lessons and wider focus on music throughout school life, we ensure children :

- appreciate and appraise a wide variety of musical genres and styles
- build a sense of pulse and rhythm
- understand and use a range of musical vocabulary
- learn to sing a range of songs
- explore how music is produced by a variety of instruments and learn to play instruments
- develop the skills of composition, improvisation and performance

Musicianship skills and knowledge are numerous and varied. Students will demonstrate their progress by:

- Performing with increased confidence
- Appropriate use of musical language
- Showing confidence and fluency with musical participation
- Improvising and composing with increased sophistication
- Playing harder instrumental parts
- Applying knowledge to support skills – for example using critical listening to improve singing