

Intent, Implementation, Impact Statement for Music

Music is a unique and expressive communication method that inspires and motivates children. It is a means of personal expression and can play an essential part in the personal development of children. Through music, we can express, represent, and communicate our ideas and perceptions.

Intent

At Highters Heath Community School, children 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.

We intend through the teaching of the National Curriculum for music to ensure that all pupils:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of great composers and musicians
- learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced, and communicated through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

Implementation

At Highters Heath, in EYFS and Key Stage 1 we use 'Charanga Music School' scheme which provides detailed lesson plans and practical online resources enabling teaching staff to deliver a high quality and engaging musical curriculum. Music lessons are taught weekly, with each unit focusing on a different genre of music. This allows children to appreciate a wide range of 24 musical styles from different periods as they progress through the curriculum over the course of the academic year.

Each lesson begins with a 'Listen and appraise' activity during which the children listen to and discuss different aspects of the musical piece. Question prompts enable the teaching staff to focus on clear objectives, allowing the children to understand the style, the structure and the instruments being used in each piece.

Most units include the opportunity for children to realise their creativity by either composing rhythms, lyrics or even musical phrases using a series of notes. As children progress through the key stages, these opportunities for improvisation increase as the children become more confident with all aspects of music.

Children in Key Stage 2 take part in the weekly Rock It Project, taught by an peripatetic music teacher. This project provides all Key Stage 2 children the opportunity to learn a range of musical instruments and work collaboratively to practice and perform different pieces of music together. Children also learn about musical elements such as tempo, pitch, structure, harmony and texture.

Impact

As a result of our curriculum, children at Highters Heath will:

- have opportunities to listen to, engage with and develop an appreciation for music
- learn to play tuned and un-tuned instruments and have opportunities to further interests through extra-curricular music activities
- develop an understanding of a wide range of musical genres through engagement
- have opportunities to listen to live music through our specialist teachers and other experiences such as workshops and concerts. Children learn musically, both independently and as part of a group, ensuring skills of resilience and teamwork are promoted in this subject. Children are enthused and engaged in a wide variety of musical activities. Opportunities to perform outside of school and within our local environment ensure our children understand the significance and place of music in the broader world.

In order to ensure that the National Curriculum Music objectives are being met, as well as monitoring that the Charanga Music School Scheme and the Rock It Project are being delivered effectively, assessment is completed in the following ways:

- Pupil conferencing/questionnaires: These sessions take place regularly, involving a selection of children across each year group. The process entails interviewing selected children about which aspects of their music lessons that they enjoyed, which they didn't, which musical styles they preferred and why as well asking them what they learned about each different style or genre.
- Lesson observations/informal monitoring: Regular monitoring of musical evidence/ lessons is carried out each term in order to help and support teaching staff with their knowledge and understanding of the music curriculum.