



Introduction .....	1
Intent.....	1
Implementation .....	1
Key Concepts in Music .....	2
Musical Aspects.....	2
Impact .....	2

## Introduction

Music is around us all the time. It opens the doorway to infinite possibilities for pupils to discover and develop confidence with a host of transferable skills. In an ever-changing world, it's important for pupils to have access to a variety of real life scenarios that nurture resilience, problem solving and adaptability, which will prepare them for the future.

## Intent

At St. James' we believe that the Music curriculum should inspire and motivate children. It should be a vehicle for personal expression and, therefore, it can play an important part in pupils' personal development. Music reflects the culture and society we live in, so our teaching and learning of music should enable children to better understand the world they live in and help them to feel part of a broader community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music in our school should enable children to develop these key areas of knowledge and skills:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

## Implementation

Music at St James' is taught discretely using the music scheme 'Charanga'. Reception follow a single music pathway. In year 1-4 music follows a two year rolling curriculum to accommodate the mixed age groups.

In addition, for one term each academic year, Snow Leopard Class (Year 3 and 4 pupils) has a weekly whole-class instrumental lesson led by a professional musician from Dorset Music Service. Pupils in Snow Leopard Class then have the option to continue with small group instrumental lessons for two more terms. Snow Leopard pupils also have whole-class recorder lessons led by the Music Subject Leader.



Singing is an important part of our wider Music curriculum. We have a weekly 'Singing Assembly' where pupils rehearse songs in preparation for performances at a variety of school and community events.

Progression in music falls into two categories, key concepts; structure, pitch, rhythm, timbre, texture dynamics and tempo and musical aspects; composition, instruments, improvisation, singing, notation and history of music, although learning of the historical aspects of music does not begin until key stage 2.

Both the musical concepts and aspects have a clearly defined progression that teachers use to support pupil progress.

### Key Concepts in Music

Pulse, Beat and Metre	Rhythm	Pitch	Tempo
Dynamics	Timbre	Texture	Structure

### Musical Aspects

Understanding Music	Listening	Signing	Notation
Playing	Improvising	Composing	Performing

### Impact

Our Music curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components. The teaching of vocabulary forms an important part of our curriculum.

Impact will be measured through: teachers' formative and summative assessments (using the Charanga assessment resources) and moderation carried out by the Music Subject Leader.

The Charanga assessment activities support teachers to judge whether pupils are achieving the attainment expected for their year group or are working at a greater depth.