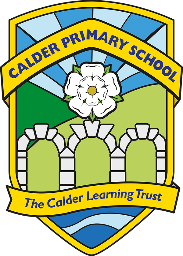
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**Calder Primary School**

**Music**

**Intent**

At Calder Primary School music and performing arts are extremely important to us. All children are encouraged and given the opportunity to learn to play a musical instrument, both in class and with peripatetic staff, and all pupils have the chance to take part in a wide range of musical experiences and whole school productions and performances.

We aim to provide a high quality music education which enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to engage and inspire pupils to develop a love of music and nurtures their talent as musicians.

We follow the Model Music Curriculum, non-statutory guidance for the National Curriculum in England, which supports high-quality curriculum music in schools:

*Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. MMC 2021*

Through our scheme, pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own and with others, including with British Sign Language, and also have the opportunity to learn a musical instrument and take part in performances.

The aims of our music curriculum are to develop pupils who:

* Enjoy and have an appreciation for music.
* Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
* Listen to and evaluate the work of great composers.
* Can sing and use their voices to create different effects.
* Create and compose music, both on their own and with others.
* Use a range of musical language.
* Make judgements and express personal preferences about the quality and style of music.
* Have opportunities to play a wide variety of instruments, both un-tuned and tuned.
* Use technology if appropriate.
* Take part in performances with an awareness of audience.

**Implementation:**

To ensure high standards of teaching and learning in music, we implement a curriculum that is progressive throughout the whole primary school, starting in EYFS, and each class has a 1 hour lesson each week as well as daily singing in assemblies and opportunities for performance.

The Model Music Curriculum (MMC) sets out sequences of learning in the following key areas which contribute towards the steadily increasing development of musicianship:

• Singing

• Listening

• Composing

• Performing/Instrumental performance.

Teachers plan lessons for their class using the Charanga MMC Music Scheme, which has been developed to fulfil the statutory and non-statutory MMC requirements. They then build on this and develop it in line with class topics and interests, for example the music listening pieces chosen.

The Charanga MMC progression document ensures that the curriculum is covered and the skills and knowledge taught are progressive.

In EYFS pupils have provision areas to explore music, sounds and performing both inside and outside. Pupils enjoy singing songs and learning rhymes across the curriculum. They have weekly music and movement sessions using the Charanga EYFS scheme with instruments, scarves, and other resources.

In KS1, the children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds. They also listen and move to a wide range of music from different genres and time periods. All EYFS and KS1 pupils have a part in the Nativity production.

Children in KS2 build on the skills acquired in KS1 so that, by the end of year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

All children take part in daily singing which contributes to our Harvest, Christmas and Easter celebrations and sing to parents and families in our weekly Golden Book assembly. Our Christmas and end of year performances provide an opportunity for the children to share their work in music with parents, governors and other friends of the school.

Pupils in Years 1 and 2 have specialist music teaching from Calderdale Music Trust Hub each week. Pupils in Year 3 and 4 have two years of specialist Ukulele tuition from Calderdale Music Trust Hub and following this many pupils continue to play ukulele and guitar. In Years 5 and 6 pupils are taught music by a specialist teacher from Calder High School, aiding transition for all and pathways for more able pupils into music and performing and expressive arts.

All music lessons follow the Charanga MMC objectives and progression of skills which are developed from the MMC sequence of learning for the development of musicianship.

Music lessons are inclusive and differentiated and adapted to ensure all pupils can access and enjoy them and make good progress. Music has a rare and unique ability to bring people together including those with SEND; music making can make a whole class, school and community feel connected to others and part of something bigger. The Charanga MMC scheme celebrates the inclusion of pupils with special educational needs and disabilities and teachers have high aspirations for all pupils.

Children showing aptitude in music will be celebrated in weekly celebration assemblies which parents attend and an end of year curriculum assembly. They also have the opportunity to play in termly musical assembly performances to the school and families. Performances are often recorded and shared on our website for families as part of events and competitions too.

Educational visits and visitors give additional ‘awe and wonder’ moments in music, for example visiting musicians, links with Calder High for secondary student performances and visits for example to Victoria Theatre to see orchestras and performances and the chance to take part in bigger events such as the Big Sing at The Piece Hall.

**Impact:**

Music enables children to develop and deepen their understanding of culture and history both in this country and across the world.

Our music curriculum is designed by Charanga to focus on progression of knowledge and skills in the different musical components and like in other subjects, discreet teaching of vocabulary also forms part of the units of work.

*By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school. The foundations of this will be laid at primary school. MMC 2021*

If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our music curriculum through the following methods:

* Pupil discussions and interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings with opportunities for dialogue between teachers.
* Photo evidence and images of the pupils’ practical learning.
* Video recordings of performances.
* A reflection on standards achieved against the planned outcomes.