



## **Intent, Implementation and Impact Document**

### **Subject: Music**

#### **CURRICULUM INTENT**

##### **EYFS**

We follow the EYFS early learning goals linked to Expressive Arts and Design.

Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

##### **Key Stage 1**

We follow the National Curriculum expectations for Music.

We aim for our pupils to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

##### **Key Stage 2**

We follow the National Curriculum expectations for Music.

We aim for our pupils to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

##### **Transition**

We work with The Cottesloe School, where the majority of our pupils transfer, to ensure the programme of study is complete by the time the children leave primary school. In the summer term we also complete transitional units of work agreed with the school.

We also use the skills of specialist staff to support OCS with workshops, bands and choir visits. This enhances the music provision for our children and prepares them for a life long love of music.

#### **CURRICULUM IMPLEMENTATION**

##### **EYFS, Key Stage 1 and Key Stage 2**

During Foundation Stage, Year 1 and Year 2, we follow planning from The Charanga Musical School. We have week-by-week lessons for each year group. Charanga provides resources for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson.

In order to monitor good teaching and assessment we use:

- Target tracker
- Charanga Scheme of Work
- Progression of skills document
- Percussion workshops
- Orchestra visits
- Members of the community
- Learning Walks
- Sharing of good practice

#### **CURRICULUM IMPACT**

The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the music curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

By the end of KS2, all children will:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to 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, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### **EYFS**

#### **Observations/ Drop in / Learning Walk:**

Observations of pupils ongoing access to selecting and using resources and developing their music skills through exploration to be monitored termly. Alongside this, pupils to be given the opportunity to talk about their developing musical skills and how these are demonstrated. To reflect 'pupil voice' for this subject.

Collection of evidence of pupils learning through Target Tracer as appropriate.

**Policy Review:** Review to be conducted as and when required – ensuring links to EYFS Exceeding outcomes.

**Staff / Pupil Voice:** Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

**Assessment:** Ongoing assessment using EYFS Assessment tool.

### **Key Stage 1 and Key Stage 2**

**Observations/ Drop in / Learning Walk:** One of these to be carried out termly. Alongside this, pupils to be given the opportunity to talk about their developing music skills and work they have produced/which has been evidenced. This will reflect 'pupil voice' for this subject and be used to move the subject forward with the pupil's ideas/ gaps in learning being incorporated. Pupil/Teacher discussion of photos to be part of Observations/ Drop in / Learning Walks.

**Policy Review:** Review to be conducted as and when required.

**Staff / Pupil Voice:** Pupil voice to be part of Observations/Drop in/Learning Walk and fed back to staff.

**Assessment:** Assessment of music to be monitored throughout the year and provide information for pupil's transition into new year group/key stage – using target tracker. Progression of skills document to be used by teacher's for assessment of skill coverage within their year group/key stage.