

# Implementation and Intent Statement for Music



## Progress

- Teachers gauge children's understanding by observing and questioning during lessons and at the end of units.
- End of unit performances are recorded where appropriate and used with other displays of musicality to inform future planning.
- Performances throughout the year are used to reinforce teacher's judgements and provide context to learning.
- As different children may learn different skills and knowledge from the same lesson, assessment instead focuses on progression towards end of year goals.



## Content and Sequencing

All year groups will use Charanga to ensure progression is carefully sequenced and all pupils have the opportunity to revisit the interrelated dimensions of music.

- In EYFS children sing a range of nursery rhymes and songs; perform songs and stories with others, moving in time with the music and will be exposed to a range of styles of music.
- In KS1 children will use their voices expressively and creatively, play tuned and untuned instruments, actively listen to live and recorded music, experiment with selecting and combining sounds and introduced to the idea of creating their own pieces of music.
- In KS2 children will play and perform in solo and ensemble contexts using voices and instruments, improvise and compose music for a range of purposes, listen with attention to detail and appreciate a wide range of live and recorded music and develop an understanding of music history.



## Enrichment Activities

Differentiated and adapted activities and tasks are created to support a range of learners with a range of needs.

- Activities are adapted to support children with SEN or challenge more adept musicians e.g Tasks can be broken down into smaller steps, or the number of elements can be reduced or expanded.

Throughout the year there will be various performances such as Christmas Carols, Harvest and end of year productions.

We also have a weekly singing assembly to further develop the range of music the pupils are exposed to.



## Cross-Curricular Links

Throughout the topics taught, links are made to ensure pupils are able to develop their understanding of where different types of music are developed.

For example, in Geography and History pupils may learn about how and where Reggae music came from and its influences from traditional Jamaican folk music with American Jazz and rhythm and blues music.