**Music Intent**

At Bedford Drive Primary School, we follow the statutory content of the National Curriculum for Music, adapting it to meet the needs of our pupils. We use the Charanga music scheme as the basis of our music provision. This scheme builds up skills carefully, ensuring progression as children move through the school. We are committed to delivering exciting lessons, which engage all our pupils.

We believe that music is an essential part of life, integral in the development of a person. We believe that the opportunity to engage in musical experiences is therefore crucial for the development of the ‘whole child’. Indeed, learning music promotes all aspects of a child’s development - from the motor skills needed to play an instrument, to the mathematical skills needed to keep a pulse; from the listening skills needed when evaluating music, to the social skills needed when performing as part of an ensemble. We therefore ensure that all pupils engage in music, including those who have SEND and/or disabilities, and those who are disadvantaged.

Values are also a crucial element of the Music curriculum and these are woven through it, linking with our UNICEF Rights Respecting School status. We provide opportunities for children to respond to listen to and appraise music and to respect others feedback about their work. Our Music curriculum provides opportunities for all pupils to work individually, collaboratively and with purpose. It ensures the children can develop the values that are at the core of our curriculum, such as resilience, wellbeing, participation, relationships and self-esteem.

At our school, children have access to music through weekly lessons, some receive whole class tuition in the Autumn term, as well as other enrichment opportunities, such as online workshops hosted by AmaSing.

The range of experiences and learning opportunities we offer ensures that our children benefit from a variety of academic, spiritual, moral, social and cultural activities. We ensure that pupils are able to experience live performances, learn an instrument, as well as performing in front of a small audience.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in Music. Expectations are high for every pupil with appropriate levels of challenge and support. The scheme of work, which we utilise at Bedford Drive is ambitious; it helps children, many of whom start at Bedford Drive below age related expectations, to quickly gain knowledge and skills. We want our children to know more, understand more and remember more about Music.

Within our Music scheme of work, we have built in opportunities for repetition and practise of essential knowledge, skills and understanding, opportunities to listen and appraise different genres of music. This ensures that children are able to revisit previous learning and help them to transfer this learning into the long-term memory. We aim to build schemas to help our children make meaningful connections, develop higher thinking orders and deeper understanding.

**End Points (National Curriculum)**

Within the Music curriculum, we have identified clear end points for each Key Stage and ‘sticky knowledge’ for each year group. We are ambitious for all of our pupils and expect them to work towards and achieve these end points in Music.

**EYFS End Point:**

By the end of Foundation Stage 2, pupils will be ready to access the KS1 programme of study. At the end of each term they will be assessed to ensure they are making progress within the Early Learning Goals for Computing. Pupils will enjoy performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and tradition, including the works of the great composers. Pupils will 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.

**KS1 End Point:**

By the end of Key Stage 1, pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will be able to select tuned and un-tuned instruments and play with concentration. Pupils will be able to listen to a range of high quality live and recorded music. Pupils will be able to create, select and combine sounds using the inter-related dimensions of music. Our Music curriculum will develop an enjoyment of music and an appreciation for the subject.

**KS2 End Point:**

By the end of Key Stage 2, pupils will be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Pupils will have revisited and developed their improvisation and composition skills and will be able to perform and critique their own and others work. Pupils will be able to listen with attention to detail and recall sounds with increasing memory. Our Music curriculum explores music from a range of cultures, composers and periods in history, providing pupils with high quality musical experiences.

We have carefully analysed and discussed our pupils’ backgrounds, life experiences and cultures which has helped us to design a Music curriculum that is ambitious. It will ensure our children can successfully meet the challenges in the next stage of their education and lives. It will empower them to feel that their Music education has purpose and value and that it can be enjoyed and celebrated.

Through Music, we intend that the children should become:

**Self - Successful learners** – we want our children to be knowledgeable, articulate and curious, having a sense of achievement in Music. We provide opportunities and experiences for our children to see possibilities available for their future and for their world.

**Self - Confident individuals** – we want our children to enjoy coming into school. We have constructed a curriculum designed to promote a love of learning and encourage curiosity; whilst ensuring they live safe, happy, healthy and fulfilling lives.

**Society - Responsible citizens** – we aim to offer experiences which help them become resourceful learners who use their initiative, and make a positive contribution to society.

**Global -** Cultural capital is a key feature within our scheme of work. Children are exposed to a range of composers who reflect diversity, tradition and significant musicians in time.

The key focus throughout every key stage and every subject is the children are “Never too small to make a difference.”

Within our Music offering, we explore song lyrics and looks for inferences within them. Pupils are able to respond to lyrics and discuss how they make them feel and the songwriter’s intent. Pupils have the opportunity to read and recall lyrics and are able to identify rhythm and rhyme.

**Implementation**

At Bedford Drive Primary, we are committed to supporting and training our staff. To help staff improve their Music subject knowledge, we are linked to local subject networks, have staff CPD sessions, have termly, external Charanga training sessions as well as working alongside the Music Hub and Edsential.

We are determined that our children are taught by knowledgeable experts, including peripatetic teachers who teach whole year groups a range of instruments. Support is offered to teachers who are helped through planning meetings, shared teaching and courses to improve their subject knowledge.

We support and advise staff with how to demonstrate and explain Music concepts to children. Teachers use a range of resources such as books, images, websites, videos and instruments to help them develop pupils’ discussion, oracy and performance skills. Music is an active lesson with practical activities, which they build upon and develop over time. The constant revision developing their confidence using key language. Teachers demonstrate and explain key vocabulary and terminology which pupils need to access the lesson.

Common misconceptions are identified when planning Music lessons to avoid common errors when teaching, for example confusing pitch with volume.

We implement our Music scheme of work through well-structured lessons; ensuring that we revisit and revise prior learning using strategies such as quizzes, games, online learning and recapping previous lessons. This helps to develop memory and ensure knowledge, skills and understanding becomes part of the long-term memory. Rhythm games for example at the beginning of lessons engage the pupils and moving to the beat helps them to feel the beat and describe it using key vocabulary. Lessons are sequential and allow plenty of opportunities for depth of learning and learning with purpose as pupil’s end points ultimately result in a performance. Extra-curricular clubs are also offered to enhance their understanding and to develop skills.

Our ambitious and carefully sequenced Music curriculum and planning means that we have opportunities for repetition and practise of essential knowledge, skills and understanding within Music. Lessons ensure that pupils are able to listen to, appraise, learn and perform. Each time developing and refining skills, building confidence and critiquing theirs and others work.

We use a ‘mastery’ approach within Music; this ensures that pupils are able to revisit previous learning and help them to remember in the long term, content taught and how to integrate new knowledge into larger concepts. We want to move our pupils’ thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge.

Teachers use assessment well; we use our school tracking system, ‘Insight’ to track the progress and attainment within Music. Using assessment for learning means that staff can be flexible and reshape a lesson if they identify a misconception or error, which can quickly and easily be addressed and corrected.

Key vocabulary is identified and used and as oracy is an important part of our curriculum, we ensure that pupils have opportunities in Music to discuss, debate and present their work, thoughts and opinions. Pupils read about influential musicians that have shaped periods in history as well as analyse song lyrics for meaning.

Reading and developing a love of books is an important part of our curriculum. Music is incorporated in to reading sessions, and songs used as a stimulus to read for rhythm, rhyme and make inferences.

**Self - Successful learners** – we teach lessons that have opportunity for pupils to be creative, curious and to articulate their thinking, ideas and opinions. In Music lessons everyone is able to achieve success through creative expression.

**Self - Confident individuals** – we teach lessons that give opportunities for pupils to express their thoughts, ideas and opinions, as well as taking into consideration the opinion and viewpoints of others.

**Society - Responsible citizens** – we teach pupils to be resourceful learners who use their initiative, and make a positive contribution to society.

**Global -** Cultural capital is a key feature within our schemes of work; pupils are exposed to a range of great artists, craft makers and designers who have shaped our history and have contributed to the culture, creativity and wealth of our nation, as well as some of the greatest achievements of mankind.

**Impact**

At Bedford Drive, we want our children to know more and remember more. Therefore, we use formative and summative assessment information to inform planning and short-term interventions.

Our tracking system, Insight, allows staff to assess systematically what they children know as the unit of work progresses, which is then used to inform future planning. Staff can quickly see, which child or group of children need further support in a Music unit of work or specific area and incorporate this into planning. These formative assessments, then inform our summative assessment judgements, in each subject.

As part of our monitoring cycle, SLT and Subject Leaders monitor all subjects over the academic year. Monitoring includes: books looks, learning walks/lesson observations, pupil voice and/or parent voice. Our Governors are also part of this process. Through this rigorous monitoring cycle, we have the opportunity to see the impact of our curriculum upon the children.

We believe that through the curriculum, we can impact on what a child is feeling about themselves so that they feel confident and competent; ready to tackle any challenge that they may face. Our curriculum ensures that every child receives an appropriate mix of academic and personal development and here at Bedford Drive, we place high priority on ensuring children’s physical and mental well-being needs are being met.

We carefully monitor progress and have an ambitious curriculum, therefore our children develop **detailed knowledge, skills** and understanding across the curriculum and as a result, **make good progress and achieve well.**

Our full and rich curriculum, with its excellent range of experience ensures that every pupil at Bedford Drive Primary School makes good progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

We will see:

**Successful learners** – as children confidently and passionately talk to us about their learning in Music. Children who have a wide musical vocabulary and a knowledge of music and composers. Basic skills taught will enable children to move to the next stage of their learning and knowledge will equip our children to be good citizens in a multi-cultural Britain.

**Confident individuals** – who enjoy coming into school and are invested with their learning, showing a resilient, can do attitude. Through music children are able to express themselves creatively.

**Responsible citizens** – who confidently talk about a difference they can make for **themselves**; through learning about how to be a good learner and a kind friend; our **society** through projects such as ‘Adrift’ where all children learn about social justice; and **globally**, where all children learn about conservation through a project with Chester Zoo.