

## **Music Vision Statement**

### **What are we trying to achieve in Music?**

Through inclusive Music teaching, we aim to provide a sense of enjoyment and develop calm, positive attitudes that inspire pupils to develop a love of music.

From early exploration of instruments both indoors and outdoors and regular cross curricular singing, singing assemblies, performances and through a language rich curriculum, we aim to provide children with the knowledge and skills needed to interpret what they hear.

Throughout school, we aim to instil an understanding of all the musical elements and also a sense of emotional wellbeing, confidence and creativity.

Children's respect and understanding of how their actions affect others are developed through sharing ideas, using instruments and evaluating music produced.

In teaching our children about music, we aim for them to develop the key skills of performing, listening, evaluating, singing and playing instruments and beginning to compose and understand the inter related dimensions of music - beat/pulse, tempo, duration, rhythm, pitch, dynamics, texture (layers of sound), timbre (sound quality – squeaky, bright, full etc) and structure.

We ensure the best possible outcomes for all children by building firm foundations for the next phase of their learning, preparing them for all their future challenges and adventures.

### **How is the subject taught?**

To contextualise learning, Music is taught under overarching topic themes and carefully chosen texts in the Early years and then through the use of Music Express.

In Reception, Music comes under the curriculum area of 'Expressive arts,' providing links with PE and dance. In Key stage 1 we begin to use Music Express as a tool for teachers who don't have a musical background along with additional support and planning from the subject leader. It allows children to explore sound, beat, rhythm, pitch and to practice and then perform in front of others.

Musical teaching is enhanced at every opportunity with cross curricular singing, using Sing up and other cross curricular songs and activities.

Throughout the curriculum Musical vocabulary is developed, this progresses from hands on play opportunities and personal exploration during the early years to more focussed music lessons in years 1 and 2.

Opportunities to develop musical skills are used during cross curricular singing, weekly singing assemblies and performances including harvest assembly, productions and class assemblies. There are also additional opportunities during African drumming club and yearly visits to the Musica Kirklees Big Sing event.

### **Impact**

Work scrutiny, evidence in floorbooks and discussions with pupils shows a progression of skills and an accurate recall of Musical knowledge and application of skills. Children are able to apply and link their musical understanding to other areas of the curriculum and everyday life.

By the time they leave our school, they will be confident when using and understanding musical vocabulary, singing and playing instruments and performing in front of others with confidence.

### **SMSC / PSHE / British Values**

Cultural;

- Celebrating and respecting diversity in local, national and global communities when listening to different styles of music.

Moral;

- Develop an understanding of being fair when evaluating music.

Social;

- Working collaboratively and sharing feelings/ideas, being sensitive and aware of the needs of others.



Spiritual;

- Reflecting on experiences and emotions during listening to and playing music.