

Intent

At Phoenix St. Peter Primary Academy, our intention is for children to enjoy learning about music so that they develop a lifelong love and appreciation for the subject. We aspire for children to develop a curiosity for music, as well as an understanding of its value and importance to their own and others' lives and wellbeing as well as the impact it has in the wider community. Our curriculum is coherently planned and sequenced to build skills and knowledge from Early Years, so that as they leave for future learning, they are well prepared to succeed. Our curriculum is ambitious for all children, particularly the most disadvantaged or those with learning differences (e.g. SEND/ disabilities), as we meet their needs to achieve this. Children participate in a range of musical experiences and styles during their time with us, through which we aim to build up their confidence and sense of achievement. By listening and responding to different musical styles and finding their voices as singers, performers and composers, our music provision enables them to become confident, reflective musicians. Lessons will be 'hands-on' to ensure children learn in a practical way as possible. Children will learn across a wide range of musical genres, styles, traditions, and historical periods. This breadth of provision contributes to the development of their cultural capital and ensures we nurture passionate, confident and technically adept musicians.

Implementation

We provide a broad and balanced music curriculum which provides both challenge and support for children. Lessons are planned from the music scheme, Sing-Up or through Suffolk Music Service, which provide progression of skills and covers all aspects of the music curriculum.

Sing-Up and Suffolk music lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught so that children can use the language of music to dissect it and understand how it is made, played, appreciated and analysed. Children will start in the younger year groups to find the pulse. This will extend to playing notes on tuned instruments and then up to chords and composing their own work in older year groups. Children learn how to play a variety of percussion instruments, such as the glockenspiel. Playing instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing or analysing music. Lessons can be accessed by children through different content, delivery and outcome. Children demonstrate their ability in music in a variety of different ways. Teachers make informal judgements as they observe pupils during lessons and give oral feedback as necessary to inform future progress. Pupils are also encouraged to make judgements about how they can improve their own work through appraisal activities. Each phase gets an opportunity to perform to either their family or our community, during which all children learn to perform in front of an audience.



Music Curriculum

Impact

The impact of our music curriculum will be assessed via performances, informal observations in lessons and speaking with the children. Evidence may also include sound and/or video recordings. We use ongoing formative assessments, feeding back to children on what they are doing well and what their next steps are, working with them to improve at all times. The music subject leader will monitor provision through lesson observations, pupil voice and scrutinizing long, medium and lesson plans. The subject lead will offer suggestions to teaching staff to improve provision where issues are identified, helping drive up the quality of music provision and ensuring all children – regardless of their musical starting points or confidence – make the best progress possible. Termly assessment will take place to track children's progress against age-related expectations for music, which helps identify where support is needed to close gaps for children in their musical skills and ensure all can make the best progress possible.