*“A painter paints pictures on canvas. But musicians paint their pictures on silence.”* ―

**Leopold Stokowski**

“Music acts like a magic key, to which the most tightly closed heart opens.” ―

**Maria Augusta von Trapp**

Music is a subject which can alter lives and the course of lives for the better – both short and long term.

At Ivy Bank Primary School, we aim to engage, motivate and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

*Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.* (The National Curriculum)

Music teaching at Ivy Bank Primary School aims to follow the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills. Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at Ivy Bank aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in. At Ivy Bank we recognise that music can be a highly academic and demanding subject but we also aim to make it a creative and enjoyable activity. Furthermore, music also plays an important part in helping children to feel part of a community and so we provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The national curriculum provides an outline of core knowledge around which Ivy Bank Primary School develops exciting and stimulating themes and lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school Curriculum by using the Kapow scheme of music.

**Intention**

It is the intent of Ivy Bank for music to be taught in all year groups through at least one unit per term. Music is taught at Ivy Bank with the following key principles:

* Cyclical - Pupils return to the same skills and knowledge again and again during their time at Ivy Bank.
* Increasing depth - Each time a skill or area of knowledge is revisited it is covered with greater depth.
* Prior knowledge - Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Across the school, we raise the profile of Music through our enrichment events such as choir, Young Voices, individual and group music lessons as well as the many performances we take part in. It is the intent that the knowledge and skills of this curriculum are progressive, thereby building on previous learning.

**Implementation**

At Ivy Bank Primary School, we recognise that musical teaching and learning is not neat or linear and that children do not learn in straight lines. Repeating a musical skill doesn’t mean their progress is slowing down or their development is moving backwards, it enables pupils to reinforce musical understanding in order to improve the quality of their musicianship.

At Ivy Bank we recognise that achieving mastery in Music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new. The long-term plan ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group.

Music is a foundation subject in the National Curriculum and the Music curriculum at Ivy Bank is in line with the 2014 Primary National Curriculum in England requirements for KS1, KS2 and the Foundation stage curriculum.

Our chosen scheme, Kapow, directs our teaching and and is designed as a spiral curriculum. Five key strands are embedded throughout the scheme:

1. Performing
2. Listening
3. Composing
4. The history of music
5. Inter-related dimensions of music

Music teaching at Ivy Bank is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability.

At Ivy Bank, music teaching is not only focused on performance but also providing our pupils with an understanding and appreciation for music. Through our music lessons children study a wide range of musical styles and genres from a range of musical periods.

Alongside our curriculum provision for Music, pupils also have the opportunity to participate in additional 1:1 music teaching. Pupils are offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by the Local Education Authority’s Music for Life or Mike Watson for Keyboard, where lessons are provided weekly for a small set fee paid by the child’s parent or carer.

In the Autumn term, pupils in years 4, 5 and 6 have the opportunity to join the school choir on a weekly basis, with about 40 children attending each week. Pupils in the school choir meet after school and focus on teamwork, singing in unison, developing harmony, solo performances and having fun! The school choir also have the opportunity to perform in school performances, carol concerts, singing at a local care home and singing assemblies as well as the highlight of the year which is always going to Young Voices in Manchester.

**SMSC**

|  |  |
| --- | --- |
| **Spiritual** | The premise of Music is to inspire students to achieve their best in a creative way; to develop confidence; create a supportive learning environment; and to develop their understanding of themselves. |
| **Moral** | Respect others work through fair and objective assessment. Have respect for all genres of Music. Explore moral issues in Music though contextual listening. Understand how genres of Music reflect the cultures and circumstances they were born out of. |
| **Social** | Experience collaboration through performing and composing in different sized groups. Work within as part of a school community through taking part in school concerts and shows. Perform outside of the school environment and interact with a variety of people as a result. Be able to give feedback to others on the music they compose or perform. Have the opportunity to start their own ensembles and participate in school events. |
| **Cultural** | Have an appreciation of a wide variety of music from around the world and the UK. Have respect for a diversity of music through studying different styles of music. Understand the different musical heritages of the music they perform and listen to. Understand different jobs and roles within the Music industry. Have the opportunity to go to participate in a concert or musical event. |

**In Foundation Stage:**

Within Early Years we aim to provide children with the essential building blocks so that capabilities are established. There are many opportunities for carrying out music related activities in all areas of learning in the EYFS. There are four aspects of musical learning and development in the early years, these include: Hearing and Listening, Vocalising and Singing, Moving and Dancing and Exploring and Playing.

Music can be a way of exploring, communicating and responding to experience. Making music with others can be a social experience e.g. two or more children making music with pots, pans or traditional instruments. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music should be seen as a core component of children’s learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond. The assessment of music in Early Years is teacher assessed against the objectives in Development Matters.

**Key Stage 1 & 2**

**The national curriculum for music aims to ensure that all pupils:**

- 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.

**Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Assessment of children’s learning in music is an ongoing monitoring of their understanding, knowledge and skills by the class teacher throughout lessons and this assessment is then used to inform differentiation, support and challenge by the children.

Music is also monitored by the subject leaders throughout the year in the form of lesson observations and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.