



Music at St Margaret's **Intent, Implementation & Impact**



Everyone is valued. Everyone is motivated. Everyone achieves.

Intent

At St, Margaret's Junior School children gain a firm understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music to their own and others' lives and wellbeing and also the impact music has in the wider community.

Music is a unique form of communication that can inspire and motivate our children. It helps the children develop personally and provides opportunities for personal expression. Music is powerful in bringing children together in a creative and enjoyable way that helps them feel part of a community. Music promotes children's spiritual, cultural and social development as well as contributing to a healthy lifestyle.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as our collective worship, various concerts and performances and the learning of instruments.

Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga 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 in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom, children learn how to play the glockenspiel and a variety of percussion instruments. Playing various 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.

Children also have the opportunity to sing in the school choir, join ensemble groups and perform at local community events. Peripatetic music specialists offer a variety of instrumental lessons, which are available to all children and take place during lunchtime sessions.

Each child in Year 4 learns to play a brass instrument in music lessons, delivered by a peripatetic teacher and paid for by parents.

Successful participation in music develops pupils' self-esteem, confidence and learning skills. It promotes teamwork, turn-taking, sense of leadership and allows cross-curricular learning. During their learning journey in school, pupils are exposed to a diverse range of musical activities that allow them to:

- Feel inspired by the work of others and are excited to develop a **life-long learning** for the subject
- Develop their **capacity for imaginative and original thought** through experimentation.
- Develop their abilities to **articulate and communicate ideas**, options and feelings about their own work and that of others.
- Explore and **develop their musical strengths**, as well as identify areas where they can improve
- Develop essential skills such as **self-confidence, collaboration, and self-reflection**.
- Foster an appreciation and **understanding of different cultures** and histories, both individually and across the globe.
- **Learn about musicians** and understand the historical and cultural development of their art forms.
- Create **lasting memories** from a range of musical experiences
- Developed **resilience, competence and confidence** in their own ability in a range of Music skills

Impact

We measure, assess and monitor the impact of the curriculum through the following:

- Pupil self-evaluation and peer evaluation (verbal)
- Monitoring of pupil voice to check pupils have retained knowledge/skills
- Children should have acquired key vocabulary and concepts/knowledge
- Formative assessment used to diagnose and address learning gaps
- Assessment/Outcomes – Attainment against expected outcomes during the year and at the end of each year
- Monitoring – of books and outcomes to check curriculum delivery, quality learning and pupil understanding
- Monitoring – Learning walks to check learning is delivered effectively
- Monitoring – subject leads reflect and analyse effectiveness of curriculum teaching and learning
- Monitoring – subject leads check that the curriculum meets the needs of all pupils through quality teaching, with tailored support and intervention where appropriate
- Monitoring - photographic evidence and video recordings of the outcomes produced and gathered in evidence banks.
- Reflective staff feedback, joint staff sessions and questionnaires inform CPD to maintain and enhance teacher expertise