**Introduction**

There is a musician inside every one of us. Each child can be given the chance to live music-enriched lives. Brereton Primary School’s music provision is intended to lay the foundations to develop active, informed musicians of the future, delivering, assessing and evaluating in line with statutory requirements.

**Rationale**

‘Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.’

Model Music Curriculum, 2021.

**Aims and objectives**

Our intent is to:

* Build a music curriculum that is progressive and builds on previous learning
* Promote a love and sense of purpose of music
* Implement a thematic music curriculum ensuring that, although cross-curricular, it is driven by skills and objectives
* Foster a knowledge and appreciation of music and its history through the teaching of the main elements of music, encouraging a sense of ownership in music, ensuring it is viewed as the property of all, not the few.
* Improve the children’s own musicianship through the four strands of Listening/Performing/Singing/Composing

**Programmes of Study**

**EYFS:**

**Expressive arts and design: Exploring and using media and materials**

**Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

In Development Matters this is broken down to:

30 - 50 months

Enjoys joining in with dancing and ring games

sings a few familiar songs

beginning to move rhythmically

imitates movement in response to music

taps out simple repeated rhythms

40-60 months

begins to build a repertoire of songs and dances

explores the different sounds of instruments

**Expressive arts and design: being imaginative**

**Early Learning Goal: Children use what they have learnt about media and materials, in original ways, thinking about uses and purposes. They represent their own ideas, thoughts, and feelings through design and technology, art, music, dance, role play and stories.**

In Development Matters:

30 - 50 months

Uses movement to express feelings

creates movement in response to music

sings to self and makes up simple songs

makes up rhymes

captures experiences with a range of media, such as music, dance and paint and other materials or words

**Key Stage 1:**

Pupils will be taught to:

* use their voices expressively and creatively by singing songs and speaking chants and rhymes
* play tuned and untuned instruments musically
* listen with concentration and understanding to a range of high-quality live and recorded music
* experiment with, create, select and combine sounds using the inter-related dimensions of music.

**Key stage 2:**

Pupils will be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will be taught to:

* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.

**Implementation through Planning**

Our music curriculum has been informed greatly by the curriculum provided by the Love Music Trust (local educational Music Hub) and informed by the National Curriculum and new Model Music Curriculum 2021. Medium-term plans link closely but not exclusively to cross-curricular topics; some units of lessons have a discreet music focus to ensure that the schemes of work focus on the purpose of study.

Music is delivered throughout the teaching day in lessons of varying length, depending on the focus. Children of all abilities are given musical challenge throughout their time at school.

Listening is further supplemented by a whole-school playlist; Singing and Performing is currently supported by Out Of the Ark resources for Year 3 and below. It is our intention that this will develop into UKS2 over time.

In Year 4, all children learn an instrument through the Wider Opportunities programme which will last for the minimum of a term. This can then be supplemented by a Year 5 Continuation Program or individual lessons.

Specific instrument lessons are delivered weekly by qualified peripatetic teachers and are available to all year groups, often in conjunction with the Love Music Trust. The opportunity to extend this learning through ensemble practice is available.

**Monitoring, Assessment and Review.**

The monitoring of children’s development in musicianship is the responsibility of both the class teacher and the music subject leader.

Music Appreciation (listening) is to be collected in the class book. A progressive record of skills is to be recorded as Learning Ladders, to be retained with each year as they move up the school.

The audio elements of music-making (singing, performing and composing) are to be captured via audio file or video and saved electronically. A visual record can be used in Topic books, including Listening writing and notation work.

This will be reviewed regularly by the subject leader in conjunction with Learning Walks. The subject leader will also support colleagues in the delivery of music lessons where appropriate.

**Resources**

Current online resources include Out of The Ark, The Beat Goes On, Love Music Trust Curriculum. Shared files are saved on Staff Shared in Curriculum 2020

Instrumental resources include…….