



Little Sutton Church of England Primary School

Music Statement

Intent

At Little Sutton Church of England Primary School, we aim to create lifelong learners with a desire to achieve. The National Curriculum states that music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage 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.

Implementation

All pupils in our school are encouraged to listen to, appreciate and interpret a range of music. Key skills such as evaluation, reflection and investigation are developed across our curriculum. To implement these objectives, the Kapow music scheme is used across the school. This scheme is aligned with the national curriculum. Music lessons are planned in such a way that children can apply their knowledge in thinking/problem solving contexts. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified skill. Progression maps are followed for each subject; showing how each curriculum area will be covered alongside links to other curriculum areas, topics and skills. Topics and themes are interwoven throughout subjects in order to provide a fulfilling, engaging and interesting curriculum across the school.

Impact

At Little Sutton Church of England Primary School, we strive to provide our pupils with the skills to equip them for life. We encourage all pupils to 'REACH' by developing their resilience, engagement, ambition, creativity and encouraging them to make healthy life choices.

As pupils develop their musical skills in a range of contexts, so too will they develop the ability to be independent learners and musicians, developing a love of music and an enjoyment in performing with others. Children will be taught to foster an enthusiasm and confidence in their abilities, encouraging pupils in their first steps towards being life-long learners. Independent and engaged learners will be well prepared for the next stage of their education, building on skills already learned. Children will leave Little Sutton Church of England Primary School with high aspirations for their own future, and a desire and curiosity to learn more.

Music in the Early Years

At Little Sutton Church of England Primary School, we follow the guidance document Musical Development Matters to help us nurture our youngest pupils' musical development. In the document, musical development is split into four aspects: hearing and listening, vocalising and singing, moving and dancing, and exploring and playing. We offer children a wide range of

musical experiences, drawing on these four aspects. Children in our setting are introduced

to a range of music styles, genres and instruments. We recognise that musical experiences should not solely be adult-led and/or focused on performance; they can also be spontaneous, child-led and enjoyed alone or with others. Observing and building on children's natural musicality in the Early Years Foundation Stage is a beauty and a challenge – music can be noisy and affect other areas of the setting. Our teachers understand the importance of planning carefully for music-making and creating an enabling environment.

In the Early Years Foundation Stage, the curriculum is divided up into seven areas of learning. Music runs throughout every area.

By the end of Reception, children are expected to:

- sing songs, make music and dance, and experiment with ways of changing them;
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories;
- have confidence in their own abilities;
- be confident speaking in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities;
- develop a positive sense of themselves and others;
- play co-operatively, taking turns with others;
- know that other children do not always enjoy the same things, and are sensitive to this;
- recognise, create and describe patterns;
- show good control and co-ordination in large and small movements;
- follow instructions involving several ideas or actions.

Music in Key Stage One

Key Stage One pupils should 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.

Music in Key Stage Two

Key Stage Two pupils should 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.

Equal Opportunities and Inclusion

Through the school's REACH acronym, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a

range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided and demonstrated by children who require further challenge. All pupils are entitled to access the music curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion policy. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different group of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding of ideas and techniques.
- Providing effective feedback in line with our school's marking and feedback policy.
- Book moderation and learning walks, either whole school or key stage/year group specific, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners. In music, videos and performances (in class or during assemblies) will enable the children to demonstrate what they have learned.
- Data drops and pupil progress meetings take place at the end of each school term, and continuous assessment is carried out by class teachers and subject leaders throughout the school year.

British Values and Christian Distinctiveness

As a Church of England School, mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and follow our three school rules: 'Be kind, be safe, be respectful'. As a friendly and welcoming primary school in Little Sutton, our children learn about British values like respect, tolerance, democracy, liberty and law. We appreciate and celebrate diversity through the teaching of stories, values and celebrations from a variety of faiths and cultures.