Carleton Rode CEVA Primary School
Music

"Music is a great blessing. It has the power to elevate and liberate us. It sets people free to dream. It can unite us to sing with one voice."
Nelson Mandela

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** Music at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, creativity and self-expression. We hope to foster a lifelong love of music by exposing the children to a diverse range of musical experiences. Children will be enabled to flourish by listening and responding to different musical styles, finding their voice as singers, performers and composers.	***Kindness*** Children develop empathy and kindness through performing with others. They learn about musicians from different cultures and in turn develop their empathy for others. ***Honesty*** Children learn to be reflective on their own and others performances, essential for growth. ***Perseverance*** Through skill development, children learn to overcome barriers persevering to push through difficult stages of learning.

Intent	Implementation	Impact
Our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians. Music is a universal language that embodies one of the highest forms of creativity. The aims of our Music curriculum are to develop pupils who: Can sing and use their voices individually and in a group. Create and compose music on their own and with others. Use technology appropriately when composing. Have opportunities to learn a musical instrument. Understand and explore how music is created, produced and communicated. Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions. Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc. Use and understand musical language and include musical features in their own work. Make judgements about the quality of music. Have opportunities to play a wide variety of instruments. Have different opportunities to take part in performances.	The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play various un-tuned and tuned percussion instruments. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.	Whilst in school, children have opportunities to forge their own musical journey, which allows them 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 child 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 discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

Progress	Content & Sequencing	Enrichment
• Teachers gauge children's understanding by observing and questioning during lessons and at the end of units. • End of unit performances are recorded where appropriate and used with other displays of musicality to inform future planning. • Performances throughout the year are used to reinforce teacher's judgements and provide context to learning. • As different children may learn different skills and knowledge from the same lesson, assessment instead focuses on progression towards end of year goals. 	All year groups will use Charanga to ensure progression is carefully sequenced and all pupils have the opportunity to revisit the interrelated dimensions of music. • In EYFS children sing a range of nursery rhymes and songs; perform songs and stories with others, moving in time with the music and will be exposed to a range of styles of music. • In KS1 children will use their voices expressively and creatively, play tuned and untuned instruments, actively listen to live and recorded music, experiment with selecting and combining sounds and introduced to the idea of creating their own pieces of music. • In KS2 children will play and perform in solo and ensemble contexts using voices and instruments, improvise and compose music for a range of purposes, listen with attention to detail and appreciate a wide range of live and recorded music and develop an understanding of music history. 	Differentiated and adapted activities and tasks are created to support a range of learners with a range of needs. • Activities are adapted to support children with SEN or challenge more adept musicians e.g Tasks can be broken down into smaller steps, or the number of elements can be reduced or expanded. Throughout the year there will be various performances such as Christmas Carols, Harvest and end of year productions. We also have a weekly singing assembly to further develop the range of music the pupils are exposed to. 

Spiritual Development	Cross-curricular links	Monitoring the Impact
Through music at our school we encourage children to reflect on their own thoughts and feelings through listening to a variety of music and express their feelings and emotions in response to these different types of music. We encourage children to shine artistically through music through the use of performance and composing. Awe and Wonder is provided through staff members playing for the children**.** 	Throughout the topics taught, links are made to ensure pupils are able to develop their understanding of where different types of music are developed. For example, in Geography and History pupils may learn about how and where Reggae music came from and its influences from traditional Jamaican folk music with American Jazz and rhythm and blues music. 	The teaching and learning of Music is monitored by the music lead. Monitoring tasks include pupil book study, termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
Through Music, we promote Global Diversity by listening to and learning about music from around the world. The cultural exploration helps children gain an understanding and appreciation for the unique ways in which different societies express themselves through music. Our children, regardless of cultural background, can connect emotionally with music. The universal language of emotion allows children to express themselves, fostering a sense of shared humanity and empathy. 	Through music we aim to teach children to value the musical instruments they get to use and the importance of looking after the instruments and resources provided with regard to the financial cost to the school and the cost to replace if they get damaged. 