

# Intent, Implementation and Impact of Music at Sparsholt C of E Primary School

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## Intent

Music is a unique way of communicating that can change the way pupils feel, think and act. It gives vast opportunity for personal expression and has the potential to play a valuable role in personal development. It has the power to connect different cultures, abilities and generations. Teaching and learning in Music enables pupils to better understand the world they inhabit. Participating in musical experiences can be a wonderfully creative and enjoyable activity and can help children feel part of a community. It can also be a highly academic subject.

At Sparsholt C of E Primary school we provide purposeful opportunities for all children to create, play, perform and enjoy music as well as develop the skills, vocabulary and understanding to allow them to appreciate and analyse a wide variety of musical forms.

We aim to inspire our pupils to develop a love for Music. We seek to harness their creativity and curiosity in the world around them as they develop new skills, learn about other cultures and experience the sense of community that Music can achieve.

Our Music curriculum, which has been developed in collaboration with Hampshire Music Service, includes and extends beyond the National Curriculum and is ambitious for all pupils. It seeks to be knowledge-rich, equipping children with technical vocabulary and understanding which they can use when composing, performing and analysing both independently and collaboratively. It strives to contribute to pupils' wider personal development, supporting them as they learn a wide range of transferable skills including perseverance, collaborating with others, positive attitudes, speaking respectfully about other cultures, performance etiquette and a better understanding of how they learn new skills using our core Christian values of Courage, Compassion and Creativity.

Our music curriculum aims to equip the children with the knowledge, understanding and skills to be lifelong learners and to enjoy, participate and achieve in music.

## Implementation

The Music Curriculum is delivered across the school through weekly music lessons as well as regular singing assemblies and additional performances. Pupils begin our Music Curriculum in Reception, and develop their Music knowledge and skills through their learning in a variety of areas in the EYFS framework: 'Expressive Arts and Design', 'Communication and Language' and 'Physical Development'.

The Music curriculum is organised in such a way to support teachers in planning for progression. Medium term plans include key vocabulary for each year group (presented in a cumulative fashion to support continued use of previously learned vocabulary) and progressively introduces challenging musical vocabulary to support them in talking about the interrelated dimensions of music highlighted in the National Curriculum of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Each teaching unit focuses on one or more of these dimensions and are mapped out on our Long Term Overview for Music.

Throughout the curriculum, children develop the musical skills of singing, playing, listening and appraising, and learn the musical vocabulary needed to describe and discuss the music they perform and hear with increasing discernment.

There is a clear sequence of learning across the primary phase which builds clear progression with a focus on exploring musical skills, developing understanding and opportunities to apply the learning through a range of

practical interrelated activities. This can be seen on our progression of skills and knowledge document which breaks down the broad statements in the National Curriculum for Music into specific skills, knowledge and experiences that support the children in developing musically in small steps from EYFS to Year 6 across the 7 musical dimensions.

Teachers use the Medium Term plans developed by the Hampshire Music Service as a basis for their teaching adapting them to the needs of the children. This ensures all skills for their age ranges are taught and developed with opportunities to practise, use key vocabulary and work both independently and collaboratively.

In addition, all children including those in Reception have the opportunity to learn how to play different musical instruments as part of their curriculum music lessons with Mrs Leitzell (our music specialist), who works with different classes each term. (See Long Term Music Overview).

We have an excellent range of instruments in school which we use in Music lessons including:

- a well-stocked percussion cupboard with a wide range of instruments including drums, hand-held untuned instruments, xylophones, steel pans, chime bars
- a class set of ocarinas
- a class set of recorders including descant, treble, tenor and soprano
- a class set of Ukuleles
- a class set of Hand bells

We also ensure that all children have purposeful opportunities to create, play and perform including playing instruments and singing in our many school events including assemblies, Harvest Festival, Christmas Nativity and KS2 Christmas Kaleidoscope, Easter Service, Summer whole school performance and in our dedicated music concerts to name but a few. We also offer pupils the opportunity to hear live performances by individuals or groups of musicians.

### **Extra-Curricular Opportunities**

A range of extra-curricular opportunities are made available to pupils who wish to take part in additional musical activities in addition to our Music Curriculum.

Peripatetic music teachers including our in house music teacher Mrs Leitzell and those employed by Hampshire Music Service provide additional opportunities for pupils from Y1 to Y6 to learn additional instruments during their time at school, paid for privately. Currently, children have the opportunity to learn the following instruments: recorder, ukulele, guitar, keyboard/piano, flute and brass. In addition, the school run a Choir and Music club after school.

We work to ensure all pupils are able to participate in these extra-curricular opportunities should they wish to and make use of our Pupil Premium funding to support pupils where finances would be a limiting factor to participation.

### **Inclusion**

Music forms part of the school curriculum which seeks to provide a broad and balanced curriculum to all children. We aim to build on existing skills and knowledge of our children and work to provide learning opportunities that allow all children to make good progress. We strive to meet the needs of the varied learners within our classes including those with additional needs including physical disabilities as well as those with additional prior knowledge or a particular talent. We adapt resources and activities and provide support where needed to enable all pupils to take part in the full range of activities involved in learning Music.

### **Assessment**

Formative assessment will be used to support and improve teaching and learning in Music. Teachers will use a variety of formative assessment options available (such as: observing pupils, group questioning, individual questioning, children explaining concepts, group performances (filmed on iPads), peer assessment and self-assessment to identify pupils' strengths and next steps in learning. They will look to identify and address any misconceptions which are apparent, and address them, often immediately and sometimes in future lessons, where more appropriate. To help inform Teacher assessment, staff will use the Hampshire Music Services "Pathway-ready"

Age-Related-Expectations Assessment Statements to assist with ascertaining where children are with their learning and what the next steps should be.

## Monitoring and Evaluation

The Music Subject Leader carries out monitoring and evaluation of the quality of the Music Curriculum across the school year in line with their monitoring timetable. This timetable involves using various approaches to gain a clear understanding of the strengths and areas for development in Music across the school, including:

- Staff discussions
- Pupil/Parent Surveys
- Lesson observations
- Learning Walk
- Book scrutiny (where books are being used)
- Resources audits

Monitoring activities gather information about current practice which are evaluated and used to inform future CPD, INSET, resourcing and support. Feedback is given to staff where appropriate and training is provided to help address areas for development. Time is spent evaluating the information gathered as part of monitoring exercises to form actions.

## Impact

With the provision of a broad and engaging music curriculum, pupils at Sparsholt C of E Primary School are supported in building self-confidence, interaction with, and awareness of, others, and self-reflection. Children can enjoy and achieve in music as listeners, creators and/or performers. Many may even choose to take this further and excel in additional music opportunities.

We expect to see:

- all children making progress with their learning, with most children working at, or above, the expected standard for music
- a high uptake of extra-curricular opportunities by pupils
- positive parental engagement such as attending concerts
- music forming part of our pupils' daily lives
- children and parents talking positively about music and that children are proud of their progress
- all of our children accessing high quality music lessons
- all children able to play a musical instrument with some musicality by the time they leave Sparsholt
- children developing and using the language of a musician
- children participating in wider musical activities.
- improved wellbeing and increased confidence
- children gaining wider audience performance experience.
- children having heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased